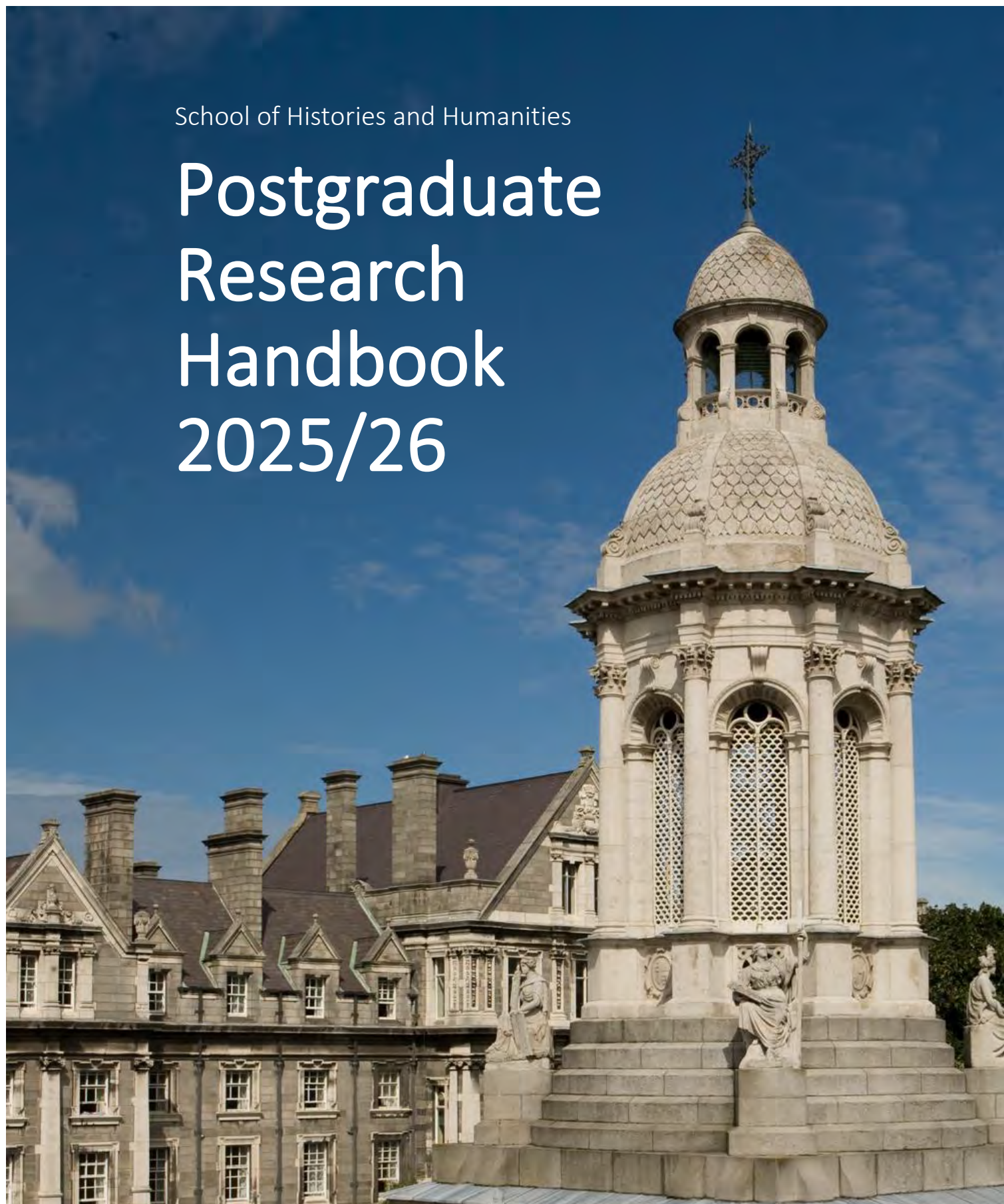**Trinity College Dublin**
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities

Postgraduate Research Handbook 2025/26

Contents

Introduction

Welcome to a new academic year in the School of Histories and Humanities, Trinity College Dublin. The School encompasses a community of scholars across a number of disciplines: Classics, Gender and Women's Studies, History, and History of Art and Architecture. You are now part of a School with a highly respected international research profile, and you join our academic staff at the forefront of research.

The School is home to some of Ireland's leading research centres in the Humanities, and by undertaking a research degree in Trinity you will now play a vital part in the research culture of these centres. The School's research centres are: the Trinity Irish Art Research Centre (TRIARC), the Trinity Centre for Women's, Gender and Sexuality Studies, the Trinity Medieval History Research Centre, the Trinity Centre for Early Modern History, the Trinity Centre for Contemporary Irish History, the Trinity Centre for New Irish Studies, the Trinity Centre for Environmental Humanities, and the Trinity Centre for Mediterranean and Near Eastern Studies. The School is also a member of the Trinity Long Room Hun and contributes to the Trinity Centre for Asian Studies (TCAS), Trinity Centre for the Book, and Trinity Centre for Literary and Cultural Translation, and Trinity Centre for Resistance Studies, and hosts a seminar series in International History.

The School of Histories and Humanities aims to provide a supportive environment for all members of its postgraduate research community. Currently ca. 100 students are studying for research degrees (Ph.D. and M.Litt.) across all disciplines in the School and many more are registered on one of our nine taught Masters (M.Phil.) courses.

While the School and the research centres are there to facilitate your studies, as a postgraduate research student, your primary relationship is with the member(s) of staff who supervise(s) your thesis research. Your supervisor(s) will advise and help you define your topic, support you in setting a schedule of work and meetings, and provide feedback on your work. Your supervisor(s) therefore will serve as your first port of call for queries and problems. However, the School also provides a broader framework of academic support for research students.

Our research degrees are structured programmes to provide you with the academic skills you will need to undertake your research and to provide you with the transferable skills you will need to prepare you for life after the thesis. Throughout the academic year, you will have access to workshops, seminars, modules, trainings, and other events to help you acquire and strengthen skills, gain a broader academic perspective, and exchange research findings with staff members and fellow students. While you alone are responsible for the success of your thesis, doing a research degree should not be a solitary endeavour. The School staff are committed to helping you make the most of your time in Trinity.

This handbook summarizes and supplements the key provisions governing degrees by research in Part 3 of the University Calendar, which covers matters such as admission, fees, thesis submission, examinations and graduation. In case of discrepancies between this handbook and the Calendar, the provisions of the Calendar apply. The Calendar can be consulted at www.tcd.ie/calendar/. An electronic version of this handbook is available at www.histories-humanities.tcd.ie/postgraduate/research-degrees.php.

Contacts

- ➢ Address: School of Histories & Humanities, Trinity College, Dublin, D02 PN40
- ➢ Telephone: 01 896 1791
- ➢ Web: http://histories-humanities.tcd.ie/
- ➢ Email: pghishum@tcd.ie

Prof. Rachel Moss is the Director of Postgraduate Teaching & Learning for the School in 2025-26 and has overall responsibility for all postgraduate matters, including admissions, progression, examinations and appeals. Prof. Moss is available by appointment (Room 5074, Department of History of Art and Architecture) and to consult by email about queries (that you cannot answer yourself by consulting this Handbook or by consulting your supervisor) at rmoss@tcd.ie.

Your supervisor is your first port of call in all matters relating to your research, but you are also welcome to consult any relevant member of staff by making an appointment or checking their office hours.

Staff contact information and roles

	Name	Room	Email address	Phone number
School of Histories and Humanities				
Head of School	Prof. Micheál Ó Siochrú	3150	m.osiochru@tcd.ie	+353 (0) 1 896 2626
Director of Postgraduate Teaching and Learning	Prof. Rachel Moss	5074	RMOSS@tcd.ie	+353 (0) 1 896 2055
Director of Research	Prof. Lindsey Earner-Byrne	A6007	LINDSEY.EARNER@tcd.ie	+353 (0) 1 896 3473
School Manager	Dr Debra Birch	B6007	dbirch@tcd.ie	+353 (0) 1 896 2625
School Postgraduate Administrator	Mr Stephen Galvin	B6007	pghishum@tcd.ie	+353 (0) 1 896 1791
IT Co-ordinator	Mr Pat Carty	B6013	pcarty@tcd.ie	+353 (0) 1 896 2525
Department of History				
Head of Department	Dr Joseph Clarke	3153	joseph.clarke@tcd.ie	+353 (0) 1 896 2378
Executive Officer	Ms Joanne Lynch	C3133	histhum@tcd.ie	+353 (0) 1 896 1020
Executive Officer	Dr Alberto Santos Cancelas	C3133	histhum@tcd.ie	+353 (0) 1 896 2042
Department of Classics				
Head of Department	Dr Ashley Clements	B6013	Clementa@tcd.ie	+353 (0) 1 896 4014
Executive Officer	Ms Winifred Ryan	B6004	ryanw1@tcd.ie	+353 (0) 1 896 1208
Department of History of Art and Architecture				
Head of Department	Dr Timothy Stott	Prov. Stables	hoahead@tcd.ie	+353 (0) 1 896 2480
Executive Officer	Ms Aoife Jennings	5082	Arthist@tcd.ie	+353 (0)1 896 1995

Centre for Women's, Gender and Sexuality Studies				
Director	Dr Gillian Frank		frankg@tcd.ie	+353 (0) 1 896 2225

Correspondence

Email is the primary means of correspondence within Trinity. It is critical that your supervisor, the School and Trinity are able to keep in touch with you via email so you must check your Trinity email account frequently. **Emails will only be sent to your Trinity (tcd.ie) email account.** If you use a different email account as your primary account, please ensure that messages sent to your TCD account are forwarded to this account.

For assistance with email problems, please contact the IT Services helpdesk:

➢ Located in Áras an Phiarsaigh
➢ T +353 (0)1 896 2000 / itservicedesk@tcd.ie
➢ http://www.tcd.ie/itservices

Changes of address and other personal details must be communicated within one week, online on my.tcd.ie or in person in the Academic Registry. A fine may be levied for failure to communicate changes.

Problems – whom to contact?

If you experience difficulties relating to your studies, these should first be discussed with your supervisor(s). For further guidance or if the difficulties concern supervision, please contact the Postgraduate Administrative Officer or the Director of Postgraduate Teaching and Learning. If the matter cannot be resolved within the School, you will be directed to [Academic Registry](), [the Graduate Studies Office](), [Postgraduate Advisory Centre](), or [Student Counselling](). It is important that this procedure is followed, to ensure that difficulties are resolved quickly and at the right level.

It is the School's policy to deal with any problems promptly and in a mature and professional manner, and we expect the same from our students. Meetings with your supervisor or the Director of Teaching and Learning which relate to any difficulty will be confidential, and the content or nature of conversations will not be discussed with other parties without prior agreement.

Office of the Dean of Graduate Studies

The Dean of Graduate Studies, Prof. Martine Smith, has final responsibility for the admission, progression and examination of all postgraduate students in Trinity.

The website of the Graduate Studies Office is a key source of information on all matters relevant to postgraduate research students alongside this handbook and the College Calendar.

➢ www.tcd.ie/Graduate_Studies
➢ West Theatre, Front Square
➢ https://www.tcd.ie/graduatestudies/students/research/
➢ T +353 (0)1 896 2722 / E deansec@tcd.ie
➢ Further contact details - https://www.tcd.ie/Graduate_Studies/contact/

Support Services

Academic Registry

All key student administrative services are part of the Academic Registry, based in the Watts Building at the Science end of the campus. Services include: Admissions, Registration, Study Abroad, Student Finance, Research/Taught Examinations, Student/Graduate Records.

➢ Information about services: www.tcd.ie/academicregistry ;
➢ Opening hours: Monday to Thursday 09:00 – 17:30hrs, Friday 09:00 – 17:00 hrs;
➢ T +353 (0)1 896 4500 / E academic.registry@tcd.ie.

Student Learning and Development

At postgraduate level an even greater emphasis is placed on self-directed learning and the acquisition of academic skills. SLD helps students to continue improving these skills. It offers a range of workshops and individual appointments, including individual consultations in the Academic Writing Centre.

➢ https://student-learning.tcd.ie/postgraduate/

Postgraduate Advisory Service (PAS)

The Postgraduate Advisory Service (PAS) is a free and confidential service available to all registered postgraduate students in Trinity College. PAS offers a comprehensive range of academic, pastoral and professional supports including one-to-one appointments, workshops and trainings, and emergency financial assistance.

PAS exists to ensure that all postgraduates students have a dedicated, specialist service independent of the School-system to whom they can turn for support and advice during their stay in College. Common concerns students present to PAS include stress; financial worries; queries about regulations or services available at Trinity; supervisor-relationship concerns; academic progression issues; academic appeals; and plagiarism hearings.

The Postgraduate Advisory Service is led by the Postgraduate Student Support Officers who provide frontline support for all Postgraduate students in Trinity. These Support Officers will act as your first point of contact and a source of support and guidance; they can also put you in touch with or recommend other services, depending on your needs.

➢ For an appointment, please e-mail postgrad.support@tcd.ie
➢ Website: https://www.tcd.ie/seniortutor/students/postgraduate/
➢ To keep up to date with the supports and events for postgraduate please check out the monthly PAS newsletter sent to all postgraduates via email or follow PAS on Instagram or X: @TCDPGAdvisory

Student Counselling Services

Student to Student (S2S) is a student-led initiative designed to ensure any student in Trinity can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when you're not sure who to approach - https://student2student.tcd.ie/about/index.php

Support groups and online support programmes, including 'Grad chats' and 'International chats', are available to postgraduate students: see https://www.tcd.ie/Student_Counselling/

Counselling services are available by appointment and emergency/urgent appointments are available every weekday with the duty counsellor. Email student-counselling@tcd.ie. There are after-hours urgent and emergency services, such as Niteline and the Crisis Text line (during term time) and the Samaritans. For more details see https://www.tcd.ie/Student_Counselling/support-services/after-hours/index.php

NB* Due to professional licensing regulations, Research Students registered for the non-residential PhD are unable to access this facility

Disability Service

Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students include:
 ➢ Academic Support
 ➢ Assistive Technology
 ➢ Occupational Therapy
 ➢ Support on Placements and Internships
 ➢ Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

 ➢ https://www.tcd.ie/disability/current/
 ➢ https://www.tcd.ie/disability/contact/
 ➢ https://www.tcd.ie/disability/prospective-students-/postgraduate-students/

International Students

The Global Room space in the Watts Building, beside the Academic Registry, is specifically designed to cater for Trinity's international student community.

Managed by the International Student Liaison Officer and supported by a team of Global Ambassadors, the Global Room team provides guidance and support to international students on a wide range of issues including immigration, accommodation and all aspects of life at Trinity.

Over 300 international-themed events are usually held each year in the Global Room student space such as national holiday celebrations, seminars, movie screenings and art showcases. These events are run by both the Global Room and a diverse range of Trinity's clubs and societies. Home to a wall of plasma screens, visitors to the Global Room can access television channels from across the globe, and these screens can also be used for presentations, movie nights and much more.

International students may want to get involved in the New2Dublin activities organised by the Global Room team. For more information visit the Global Room on Facebook: https://www.facebook.com/TrinityGlobalRoom/ For immigration registration queries email the Global Room at tcdglobalroom@tcd.ie.

- ➢ Webpage: www.tcd.ie/study/international/student-experience/global-room.php
- ➢ Facebook: https://www.facebook.com/TrinityGlobalRoom/
- ➢ Instagram: @tcdglobalroom.

Centre for English Language Learning and Teaching

CELT provides in-sessional English language support classes tailored to the needs of all academic disciplines in the university. Places are allocated on a first-come, first-served basis. For more details see https://www.tcd.ie/slscs/english/trinity_in-sessional_programme/in-sessional_eap/index.php

IT Services

On registration, students will be provided with a username and password to access their TCD computer account. Students will then be able to access computer facilities throughout College subject to the IT Services code of conduct. Please click on the link for IT Services 'Getting Started' guide - https://www.tcd.ie/itservices/getting-started/

Many postgraduate modules will provide class materials and make announcements through Blackboard, TCD's online learning environment. Your TCD username and password allow you to access Blackboard Ultra at https://tcd.blackboard.com/webapps/login/

Each term IT Services offers a wide range of free short IT training courses for postgraduate students. Course timetables are updated regularly on the IT Services web site https://www.tcd.ie/itservices/our-services/it-skills-development/

Students generally have their own PCs or laptops. For research purposes, a digital camera is extremely useful as public and private archives increasingly allow their use. If conducting oral history interviews, students are advised to use an appropriate digital recording device. Students are very strongly advised to back up all their course materials, assignments, research notes, drafts, and anything else created or stored in digital media, and to keep such safe copies in a separate location.

Careers Advisory Service

College provides a careers advisory service to offer advice on a range of issues concerning career development, CV and application advice, interview technique and a range of other issues. Special resources for postgraduates are also provided. Students are advised to visit the Careers Advisory Service web page at http://www.tcd.ie/Careers/ and also to make a one-to-one appointment with a Careers Advisory Service officer.

Health Service

Please see the website for details of general practice and specialised clinics available to students https://www.tcd.ie/collegehealth/

Clubs and Societies

For a full list of TCD societies and clubs see https://www.tcd.ie/students/clubs-societies/

Non-Resident (Distance) PhD

The option to study by distance is available to students who are interested in undertaking a structured Ph.D. programme under the supervision at TCD, but who are not in a position to be resident in Dublin for the duration of their studies.

As part of this programme, the individual will be a fully registered student of Trinity College Dublin with access to its libraries and services whether on or off campus.

Tuition fees for non-resident students are the same as those for students who attend the campus and a student who begins their studies on the Non-Resident register cannot transfer to the ordinary PhD register during their studies. Students on the Non-Resident register are not eligible for any university studentship awards and are not normally eligible for other funding schemes that require residency within Ireland.

In order to be admitted to the research register, candidates should normally have a minimum 2.1 honours degree or GPA of 3.2; other general Admissions requirements can be found on the Trinity Study website. Additionally, the Supervisor may establish further agreements in this regard.

From September 2025, students must attend the Trinity campus in Dublin for two mandatory components of their PhD over the course of their studies. Students must attend for their Confirmation Interview approximately halfway through their studies and their *viva voce* examination at the end of their studies.

Our Ph.D. programme follows a structured model and those studying from a distance will need to achieve at least 20 ECTS of taught credits to meet those requirements. Five of these credits will be fulfilled by completing the Research Integrity and Impact in an Open Scholarship Era module, which all Ph.D. students must complete. Ten credits must be achieved by completing modules with the agreement of the Supervisor. Before selecting a module, students should check that the module can be taken online i.e., that lectures and assessment can be undertaken remotely. This currently excludes the option to take credits in the range of MPhil options offered by the School. Non-Resident PhD students are advised to consider the Planning and Managing Your Research Process (PMRP1001) module when agreeing module options with their Supervisor. The additional 10 credits will be fulfilled by the Schools mandatory modules HH7021 and HH7022 (see appendix).

There are opportunities to study for a Ph.D. full-time taking approximately 4 years or part-time taking 6 years. Students on the part-time register who submit after the minimum 4 years will be obliged to pay for the full six years of tuition before they can graduate. Normally, students can commence their programme of study from September or March each academic year. **Visa requirements for non-EU students should be carefully considered to ensure there are no barriers to attending campus as required for the three mandatory components** - the minimum requirements associated with the programme. These visa requirements are outside the control of the university and may affect non-EU students differently depending on their country of origin. For guidance on remote supervision please consult the Remote supervision of postgraduate (doctoral) students policy

Student representation and feedback

Postgraduate Representative

A School postgraduate students' representative for Histories and Humanities will be elected at the start of the academic year through the Students' Union. The School rep is the formal liaison for all postgraduate students in the School (research and taught). They sit on the School's Executive and Graduate Studies Committees and convene open Postgraduate Forum meetings with the Director of Postgraduate Teaching and Learning.

Student Surveys

Normally, research students will have the opportunity to provide feedback on their course at least twice within four years of registration. Postgraduate students will also be surveyed in the context of the School's Athena SWAN action plan, which outlines the School's objectives in the areas of (gender) equality, diversity and inclusion

School Equality, Diversity and Inclusion Committee

The School's EDI committee subsumes the self-assessment team (SAT) which secured the School's Athena SWAN Bronze Award (2021, 2025), and has a broader remit. The committee seeks to advance equality, inclusion and diversity within the School, and build the foundations for an inclusive and productive workplace in which all individuals can thrive and where diversity is valued. The School is committed to fostering dignity and respect in teaching and research, and providing equitable opportunity to all students, regardless of disability, age, race, gender (gender identity and gender expression), religion, sexual orientation, family status, marital status, socio-economic status, and membership of the Traveller community.

The School's EDI co-leads are Prof. Monica Gale (mrgale@tcd.ie) and Dr Timothy Stott (stottt@tcd.ie). Postgraduate representative t.b.c.

Trinity Inclusive Curriculum Project (Trinity-INC)

Trinity-INC is based in the Equality, Diversity and Inclusion Office and works to embed the principles of diversity, equality, and inclusion across all curricula in Trinity so all students, regardless of their personal circumstances, learning backgrounds, abilities or strategies, have equitable opportunity to achieve their learning goals. We do this by working across the College with staff and students. Our Student Partner Programme offers paid opportunities to students from underrepresented backgrounds to provide input on their experiences of inclusion and exclusion within the teaching and learning environment, co-facilitate training sessions or embark on a project to help make the experience for students in your course or School more inclusive. Visit the Trinity-INC website or contact trinityinc@tcd.ie to learn more about what we do and how you could get involved. Extra resources for students: Equality, Diversity, and Inclusion Training: https://www.tcd.ie/equality/training/student-training/

The student-supervisor relationship

Each research student is assigned a supervisor or supervisors with expertise in the student's area of research who will offer advice and guidance on researching, organising and writing a thesis. It is important to understand the limits of the supervisor's role. Supervisors will help students to clarify their own ideas and offer advice on the research and writing process, but they will not define a student's research for them. The supervisor is not an all-purpose teacher but someone who supports a student's independent efforts. Graduate students are expected to have the ability and enthusiasm to organize their own research, work on their own initiative and identify and avail of the many learning and professional development opportunities available to them in the School and College (see Academic Skills).

The following guidelines summarize and supplement the provisions in Part 3 of the College Calendar and best practice documents available in Trinity, especially Supervision of Students: Best Practice Guidelines

- ➢ http://www.tcd.ie/graduatestudies/students/research/ (for students and staff)
- ➢ https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/ (for students)
- ➢ https://www.tcd.ie/graduatestudies/assets/pdf/supervision-guidelines-21.pdf (for staff)

Students' Expectations of Supervisors

- ➢ The supervisor's role is to give advice, encouragement and constructive criticism to research students. The supervisor should normally:
- ➢ Be familiar with, and ensure that the student is familiar with, College and School regulations, in particular those pertaining to programme requirements, the annual progress review process, the timeframe for completion and examination, any ethical issues arising from their research, and academic honesty (plagiarism).
- ➢ Offer guidance in clarifying the student's research topic and research schedule.
- ➢ Maintain regular contact with the student. College regulations recommend that supervisors and students should meet at least once a month during statutory term. This will not always be possible, especially when students are abroad for archival research or fieldwork, but in such cases students and supervisors should maintain regular contact by e-mail or other means.
- ➢ Respond promptly and professionally to the submission of written work. Supervisors and students should work together to devise a reasonable timetable for the regular submission of written work and supervisors should normally aim to return feedback to students within 20 working days of receiving chapter-length submissions. At certain times of the year, particularly during the examination period and outside of statutory term, returning comments within this timeframe will not always be possible and students should schedule the submission of their work accordingly.
- ➢ Discuss the student's research in person and offer clear, constructive written comments on the student's written work.
- ➢ Monitor the student's progress according to an agreed plan of work and milestones and complete required progress reports required by the School or funding bodies.
- ➢ Advise on specific research, language or IT skills that the student may require for their research and ensure that the student is aware of available training programmes.
- ➢ Ensure that the student is familiar with the scholarly conventions within their discipline.
- ➢ Ensure that the student is aware of the range of departmental and other seminars where relevant research topics are discussed.

- As the student moves towards completion, supervisors should discuss options for the presentation and publication of their research and other appropriate steps in engaging in academic discourse and in career development.
- Make arrangements for replacement, in consultation with the relevant Head of Department and the Director of Teaching and Learning, in the event of the supervisor being unavailable for a period exceeding 4 weeks during term-time (due, for example, to illness or maternity leave).
- Provide guidance on preparation of the thesis for submission and the *viva voce* examination.

Supervisors' Expectations of Students

- For a successful student-supervisor relationship, the student must play an active role in the relationship. Students are expected to:
- Be familiar with the content of this handbook, in particular the structured programme requirements (including compulsory modules and progress reviews), the timeframe for completion and examination, ethical issues arising from their research and academic honesty (plagiarism).
- Maintain regular contact with their supervisor(s) and be pro-active in scheduling supervision meetings. New students should contact their supervisor during Orientation to schedule a first supervision meeting. In this meeting, student and supervisor should agree a schedule for future meetings and discuss preferred modes of communication; how and when feedback will be provided on written work; when documents such as a project outline, Research and Professional Development Plan and review materials will be drafted and discussed; what written record will be kept of supervision meetings and arrangements.
- Be punctual in attending supervision meetings and seminars and observe deadlines for submission of draft chapters, funding applications, progress review materials and other written work to the supervisor(s) and School.
- Complete their annual registration and pay their academic fees by the deadline set by Academic Registry and inform Trinity of changes of address, etc., in a timely fashion.
- Check their TCD email account regularly or ensure that messages sent to this account are forwarded to an account they check regularly.
- Present written work in an appropriate manner well in advance of a supervision meeting. Students and supervisors should agree a schedule for submitting materials that allows the supervisor adequate time to read and reflect on submitted work. A supervisor cannot offer meaningful comments on work that they have just received.
- Consult their supervisor(s) on the dissemination of research findings (presentations and publications), career development and teaching commitments.
- Promptly report problems that may affect the progress of their research, whether academic (missing sources or literature, problems with focus or organisation of chapters, training needs, etc.) or personal (illness, depression, family circumstances, financial difficulties, etc.).
- Be aware that the guidance provided by the supervisor(s) is of an advisory nature and that, ultimately, the responsibility for the form and content of a student's thesis and for meeting the degree requirements lies with them.
- It is good practice for students to note agreed next steps at the end of each supervisory meeting and share them with their supervisor, so that misunderstandings can be avoided.

Joint Supervision

- If a student is jointly supervised by two members of staff, one member is registered as the student's Principal Supervisor. The Principal Supervisor carries final responsibility for all formal matters relating to the student, such as annual reporting, communication with the School, etc., even if some or all of these matters are de facto delegated to the co-supervisor.
- In the case of joint supervision, clear arrangements should be made and recorded in writing regarding the de facto role of each supervisor: primary point of contact for academic and pastoral queries, who provides feedback on written work, who drafts annual reports, etc.
- Concerns about the functioning of a joint supervision arrangement or disagreements between joint supervisors should be presented to the Director of Teaching and Learning for mediation.

Thesis Committees

- A thesis committee is assigned to all research students in their first year. All thesis committees comprise at least two members independent of your supervisor(s). One member will be an independent academic member of Trinity staff from within the School familiar with your general research area. The second may be an additional academic member of staff from within the university or an external expert in your field of study. Supervisors and co-supervisors are not formal members of the thesis committee and are present only at the year 1 review.
- Thesis committees are nominated by the supervisor in consultation with the student for approval by the Director of Postgraduate Teaching and Learning (Postgraduate), who will additionally consult with Heads of Department to ensure staff workloads are taken into account. Any changes to a thesis committee over time must also be approved by the Director of Teaching and Learning.
- The remit of thesis committees is to support students' academic progress of and provide guidance on their development as PhD researchers. They support the student-supervisor relationship and enhance the overall quality and rigour of the supervision process.
- Thesis committees assess and monitor progress in research and professional development through formal review processes (i.e., annual review and confirmation / transfer interview) and agree an appropriate recommendation. It is School practice that supervisor is present in year 1 reviews only.

Supervisor-Research Student Agreements

- Trinity is currently piloting agreement which clarify the roles and responsibilities of supervisors, co-supervisors and research students, tailored to each individual student-supervisor relationship. For further information, see https://www.tcd.ie/graduatestudies/students/research/supervision/.

Funding

The information below is not exhaustive and mainly covers funding opportunities available to research students in the School. Further details may be found in the [Calendar Part III](#), at www.tcd.ie/graduatestudies/awards/ and on School web pages at https://histories-humanities.tcd.ie/postgraduate/funding.php.

Research Ireland – Taighde Éireann Scholarships

The number and types of scholarships available to research students and the application criteria vary from year to year. One scheme will be advertised in 2025:

- Government of Ireland Postgraduate Scholarships https://www.researchireland.ie/funding/government-ireland-postgraduate/.

You can apply for Research Ireland funding before you start your degree, or in year 1 of the PhD. The call is generally issued around the start of September with an application deadline in October. Students should liaise with their (intended) supervisor in planning and preparing an application and follow the guidance provided by Research Ireland and the School. **Please note that from this year Primary supervisors are only permitted to support one applicant**. The School will send out an email notification when the call is issued, advertise information sessions, and arrange an internal process for vetting applications, This process has an internal deadline several weeks before the Research Ireland applicant deadline and is mandatory for School approval. For procedures and deadlines contact pghishum@tcd.ie.

Trinity Research Doctorate Awards

The new Trinity Research Doctorate Award schemes replace the old Ussher awards and other internal funding schemes. Eligibility is restricted to new entrants (continuing students are not eligible). The following awards are currently available:

- School of Histories and Humanities Research Doctorate Award https://histories-humanities.tcd.ie/postgraduate/funding.php
- Faculty of Arts, Humanities and Social Sciences Research Doctorate Awards https://histories-humanities.tcd.ie/postgraduate/funding.php
- Staff- and Student-PI led Trinity Research Doctorate Awards https://www.tcd.ie/graduatestudies/awards/trda-pi/
- Group-based Trinity Research Doctorate Awards https://www.tcd.ie/graduatestudies/awards/trda-group/

The number of these scholarships varies from year to year, but is always very limited; they are therefore highly competitive, similar the Research Ireland scholarships.

Awards in Individual Disciplines

A limited number of awards are available in individual Departments within the School. See https://histories-humanities.tcd.ie/postgraduate/funding.php. Additional awards may be advertised from time to time. These are typically restricted to new entrants. For awards available in History, see www.tcd.ie/history/postgraduate/funding/. For non-EU entrants, see https://www.tcd.ie/study/international/scholarships/postgraduate/.

Student Universal Support Ireland (SUSI)

Irish research students who meet the qualifying social welfare payment and (strict) income conditions may be eligible for a grant under the SUSI Student Grant Scheme. Grants may cover up to the full cost of tuition. They do not include maintenance. For further information see www.susi.ie/eligibility-criteria/income/postgraduate-income-thresholds-and-grant-award-rates/.

Trinity Trust Postgraduate Travel Grants

These travel grants are awarded to research students for attendance at conferences related to their research or to carry out research abroad to supplement research undertaken in Dublin. Application must be made in advance of the planned travel as follows:

Travelling between:	Applications must be received by:
15 September - 14 December	1 September
15 December - 14 March	1 December
15 March - 14 June	1 March
15 June - 14 September	2 June

The application form can be downloaded here.

The following School regulations apply:

➢ The approval form, budget and supporting statement from your supervisor must be submitted for approval to the relevant Head of Department at least a week before the submission deadline. The Head of School can only endorse applications which have been pre-approved by your Head of Department.
➢ Because the School must vouch that you will receive 20% of the requested amount from Departmental funds, applications for more than €700 will not be endorsed, regardless of the actual cost of travel. Endorsement is subject to availability of funds within your Department.
➢ Normally, no more than one application per student per year can be endorsed.

To claim awarded amounts from the Travel Grant Scheme and School, you must submit:

➢ A report specifying your name, student number and dates, destination and purpose of travel; and the benefit to your research derived from your travel.
➢ Receipts of your expenses, identifying their purpose and amount in Euro if in foreign currency. Clearly indicate the amount of funding allocated and the amount you are claiming, based on receipts submitted.

Re-imbursement claims for the amount to be covered by your Department must be submitted to your departmental office.

Other Travel Grants

Some individual Departments in the School also have travel funds, for which research students may in some cases be able to apply, such as the Grace Lawless Lee Fund, Leland Lyons Travelling Scholarship, and T.W. Moody Memorial Fund in History. For details and deadlines please consult your supervisor or Head of Department.

Postgraduate Student Assistance Fund (Hardship Fund)

Registered postgraduates in need may apply to the Postgraduate Advisory Service for some financial assistance to help with living expenses and, in certain circumstances, for a waiver/refund of the Student Levies and Charges (SLC). For details see https://www.tcd.ie/seniortutor/students/postgraduate/financial-assistance/. All applications are assessed individually against the funds available, and an award is made against a specific cost (e.g. rent, childcare, emergency medical expenses). Due to the limited funds available, the number of successful recipients and amounts awarded varies each year. Unfortunately, there is no Financial Assistance available to help students with tuition fees.

Research Ireland – Taighde Éireann (Government of Ireland Postdoctoral Fellowships)

The number and types of Fellowships available to PhD graduates and the application criteria vary from year to year. Applicants must have a recent doctoral degree and should be, or expect to be, affiliated with a recognised third-level institution, which must commit to providing a mentor and institutional support. For further details see https://www.researchireland.ie/funding/government-ireland-postdoctoral/. The School sends out a notification when the call for applications comes out. Applicants must consult their intended mentor in preparing their application. Applications have to be signed by the Head of School as well as Trinity Research and Innovation - sign-off procedures and internal deadlines will be communicated by email. Please bear in mind that the internal deadlines fall several weeks before the Research Ireland deadline.

Workspaces

All postgraduate students may apply for a carrel: an individual study desk with locker in the Boland/Ussher Library. Research students should apply for a carrel before the end of October, when remaining carrels will be allocated to M.Phil. students. For information and an application form see www.tcd.ie/Library/using-library/carrels.php.

All postgraduate students have swipe access (with their student ID cards) to the 1937 Reading Room, a dedicated postgraduate workspace.

A limited number of workspaces are available for postgraduate students in departments and research centres affiliated with the School, such as TRIARC (Provost's Stables) and the Centre for Medieval History (Phoenix House).

A small number of workspaces are available in the Trinity Long Room Hub building for Histories and Humanities research students. In the late spring/early summer all continuing students are given the opportunity to apply for a residency in the Hub in the following academic year. Students are nominated for residencies by the Director of Postgraduate Teaching and Learning in consultation with Heads of Department, following the criteria issued by the Hub (prioritising funded students in Years 2-3) and School (prioritising students who do not have access to workspaces in the School).

Academic skills

Doing a research degree in the Humanities is more than writing a thesis. By registering as a research student you gain access to a broad range of opportunities to acquire high-level skills, specialist and academic, as well as generic and transferable. Your specific research project and career plans may require specialist skills in database management, archaeological fieldwork or architectural drawing. Your chosen academic field may require knowledge of foreign languages such as German, French, Italian or Latin. Transferable skills, useful for any career, include presenting, writing, IT, teaching, leadership, team working, networking, problem solving, information retrieval, career planning, negotiation, project management, time management, etc.

The School attaches great importance to skills development. Recognising that all research students have different learning needs, depending on their preparation, research area, project and career plans, we expect research students to explore their specific skills gaps and ambitions with their supervisor at the start of their postgraduate career and draw up a personal Research and Professional Development plan. Annual Progress Reviews present an opportunity not only to evaluate progress of the thesis but also to assess learning and revisit training needs and career plans. The sections below give an impression of the learning opportunities available to research students in the School and in Trinity. If your specific needs are not covered, please discuss them with your supervisor, search the Trinity website or ask the Director of Postgraduate Teaching and Learning.

The Structured Ph.D./M.Litt. and Compulsory Modules

All research degrees in Trinity are structured degrees as defined by the Irish Universities Association (see Appendix 1): they offer a structured programme of research and study including monitored progress and a formal learning element.

All new, resident, research students must successfully complete accredited modules carrying at least 10 credits (ECTS) and no more than 30 credits in the first two years of their degree. Students studying remotely must complete at least 20 credits (ECTS) over the two years. Students may take further accredited modules in Years 3 and 4 but the total number of credits accumulated during the degree should not normally exceed 60.

New research students in the School of Histories and Humanities are enrolled automatically in two compulsory modules:

  ➢ HH7021 Research Training 1, to be completed in Year 1 (5 credits)
  ➢ HH7022 Research Training 2, to be completed in Year 2 (5 credits)

All incoming research students are now also required to complete CA7000 Research Integrity and Impact in an Open Scholarship Era (5 credits), in which they are automatically enrolled in Year 1. This is an online module run collaboratively by the Office of the Dean of Graduate Studies and the College Library. For the requirements and assessment of this module and HH7021, HH7022, please see the Appendices at the end of this handbook.

Students are encouraged to enrol in further accredited modules and unaccredited courses, to be selected from (or beyond) the offerings listed below (also conveniently listed at https://www.tcd.ie/graduatestudies/students/research/structured-phd-modules/. Course selections should be discussed with your supervisor(s) and recorded in the relevant section of your Progress Report form.

Research and Professional Development Plan

All research students in the School must draw up a Research and Professional Development Plan (RPDP) on entry in consultation with their supervisor, to be evaluated at their Year 1 Review and updated and reviewed annually. Further details and the form template can be found here **Professional Development Plan (PDP) template, Docx. 0.4KB**.. **Year 1 students must upload an initial draft of this to their shared Teams folder** as follows:

➢ September entrants: **Friday 24 October 2025**
➢ March entrants: **Friday 3 April 2026**

To produce this plan, please consult professional development aids available https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/professional-development/. This plan will be consulted and discussed at annual review and confirmation meetings, where students will be asked about to detail the progress in developing their research and professional development goals as identified in their PDP.

Postgraduate Workshops

A number of academic skills workshops are usually organised in the course of the year within the School, individual departments, the Trinity Long Room Hub, the Careers Service, etc. Research students are expected to attend these workshops as relevant to their needs and progression. Topics may include: preparing funding applications; presentation skills; thesis writing and editing; publishing; thesis submission and examination; the academic job market; non-academic careers. Students are welcome to propose and organise workshops according to their needs and interests.

Research Seminars

Throughout the academic year, seminars, workshops and conferences are organised by the departments and research centres in the School. Research students are expected to attend these events in order to gain a broader academic perspective, strengthen academic skills, and participate in the daily academic life of the School. For students in Year 1 and 2, attendance at research seminars in their area is mandatory within the context of the compulsory Research Training modules HH7021 and HH7022. The following list of seminars is indicative only. Event schedules will be communicated via email lists, notice boards, web pages and Blackboard http://histories-humanities.tcd.ie/research/seminars.php

Classics

The Classics Research Seminar meets 4-5 times per term during the academic year in the Classics Seminar Room, Arts B6.002.

➢ www.tcd.ie/Classics/research/seminars.php

The Centre for Gender and Women's Studies (CGWS)

CGWS research seminars are scheduled throughout the academic year.

➢ https://www.tcd.ie/cgws/

History

History runs research seminars in a number of different areas throughout the academic year, including Medieval History, Early Modern History, Contemporary Irish History and International History.

➢ https://www.tcd.ie/history/research/seminars.php

Dedicated Postgraduate Seminars, reading groups and Master classes are also occasionally organised (as publicised by email and on social media).

History of Art and Architecture

History of Art and Architecture Seminars are organised throughout the academic year.

➢ www.tcd.ie/History_of_Art/research/seminars.php

Trinity Centre for Environmental Humanities

TCEH research seminars are organised throughout the academic year.

➢ https://www.tcd.ie/tceh/events/

Outside the School

Many events of interest to students in Histories and Humanities are organised by departments and research centres outside the School, for example:

➢ Trinity Long Room Hub Arts & Humanities Research Institute
    o https://www.tcd.ie/trinitylongroomhub/events/
➢ School of Languages, Literatures & Cultural Studies
    o https://www.tcd.ie/langs-lits-cultures/news-and-events/
➢ Centre for Medieval and Renaissance Studies
    o http://www.tcd.ie/Medieval_Renaissance/news-events/
➢ Trinity Research in Social Sciences (TRiSS)
    o https://www.tcd.ie/triss/events/
➢ Trinity Centre for Literary and Cultural Translation
    o http://www.tcd.ie/literary-translation/events/
➢ Trinity Centre for Asian Studies
    o https://www.tcd.ie/Asian/events/

Postgraduate Modules (Structured Ph.D. or auditing)

The following accredited M.Phil. modules may be taken by research students in the School (and in the Schools of English and Languages, Literatures and Cultural Studies, subject to approval) within the context of the Structured Ph.D. Please note that places are limited in some modules and the available modules may be subject to change. Research students must complete the same assessment as M.Phil. students to be awarded credit for a module.

Auditing a module without assessment and award of credits may be possible in many cases but requires the explicit permission of the module co-ordinator: for the School rules, see "Enrolling in and Auditing Modules" below. In short, auditing implies that you attend all sessions of the module and do the required reading/preparation.

The timetable and rooms for all modules can be found on my.tcd.ie (SITS). To discuss attendance in a module, please first contact the module co-ordinator (email addresses online). If mediation is required, please contact the Director of Postgraduate Teaching and Learning.

Histories and Humanities

HH7023	Teaching and Learning Strategies in Histories and Humanities (TA training – see Appendix 5)	Prof Rachel Moss	MT	5
HH7011	Saving the Past. Contemporary issues in cultural history	Dr Ben Thomas	MT	10

Classics

CL7020	Rome the Eternal City	Dr Hazel Dodge	HT	10
CL7045	Desire and the Body from Catullus to Seneca	Prof. Monica Gale	MT	10
CL7071	PG Elementary Latin I	Dr Charlie Kerrigan	MT	10
CL7074	PG Elementary Latin II	Dr Charlie Kerrigan	HT	10
CL7051	PG Elementary Greek I	Dr Martine Cuypers	MT	10
CL7052	PG Elementary Greek II	Dr Martine Cuypers	HT	5

History of Art

HA7042	Interrogating Insular Art	Prof. Rachel Moss	MT	10
HA7040	Drawing Architecture	Dr Maria Elisa Navarro Morales	MT	10
HA7047	Architectures of Healing and Control in Modern Ireland	Dr Megan Brien	MT	10
HA7038	Arts of the Book	Dr Anna McSweeney	HT	10
HA7046	Beyond the Image: Alchemy and Astrology	Dr Vanessa Portugal	HT	10
HA7045	Gender, Art and Identity	Dr Catherine Lawless	HT	10

History

HI7063	Consuming History	Dr Ciaran O'Neill	HT	10
HI7060	History Memory and Commemoration	Dr Joseph Clarke	MT	10
HI7174	Medieval Sexualities and Gender Identities	Prof. Ruth Karras	HT	10
HI7178	The Making of Ireland in the Middle Ages	Dr Peter Crooks	MT	10
HI7206	Human Rights in Europe, 1900 to the Present	Dr Patrick Houlihan	MT	10
HI7203	Modern Chinese History	Dr Isabella Jackson	MT	10
HI7310	Energy and Power in the Modern World	Dr Katja Bruisch	MT	10
MVP12001	Sources for Medieval Studies 1	Dr Peter Crooks	MT	5
MVP12002	Sources for Medieval Studies 2	Dr Peter Crooks	HT	5
MVP12003	Introduction to Medieval Books and Documents	Dr Mark Faulkner	MT	5
MVP12004	Reading Medieval Books and Documents	Dr Mark Faulkner	HT	5
HI7175	Medieval Latin	Dr Immo Warntjes	MT	10
HI7205	A Global Revolution: France and the World in the 1790s	Dr Joseph Clarke	MT	10

HI7313	Animals and Animal Agency	Dr Diogo de Carvalho Cabral	HT	10

Gender and Women's Studies

WS7042	Theories and Methods of Women's, Gender and Sexuality Studies	Dr Gillian Frank	MT	10
WS7061	Women's, Gender and Sexuality Studies Works in Progress	Dr Gillian Frank	AY	10

Postgraduate Modules in Affiliated Schools

Students may also opt to take modules offered outside the School which are relevant to their area of specialisation, subject to permission from the Module Co-ordinator. On the basis of an exchange agreement, Histories and Humanities research students are welcome by default in selected postgraduate modules offered by the School of Languages, Literatures and Cultural Studies and the School of English where space is available to accommodate them, as follows:

School of English

An indication of available modules can be obtained from the MPhil handbooks available here https://www.tcd.ie/English/postgraduate/. For further information, please contact the School's Director of Teaching and Learning, Dr Alice Jorgensen, jorgena@tcd.ie

School of Languages, Literatures and Cultural Studies

Available modules include Programming for the Humanities (5 ECTs) - see https://www.tcd.ie/langs-lits-cultures/postgraduate/digital-humanities-and-culture/ and contact the Module Director, Prof. Jennifer Edmond at edmondj@tcd.ie. For updates on this or other modules, see Structured PhD Modules - Graduate Studies | Trinity College Dublin For further information, please contact the School Executive Officer at sllcs@tcd.ie.

Other Schools

For options in other Schools, see Structured PhD Modules - Graduate Studies | Trinity College Dublin

College-wide Courses

➢ Training in many languages is available in Trinity, including Irish, French, modern Greek, German, Spanish, Russian, ancient Greek, Latin, Hebrew, Turkish, Arabic, Chinese, Korean and Japanese. As these are mostly co-ordinated by individual departments, you may have to shop around online or consult your supervisor.
➢ IT Services offers a broad range of courses and training resources designed to meet the IT training needs of students and advise on software available for students - www.tcd.ie/itservices/our-services/software-advice-and-support.
➢ Student Learning Development facilitates a range of workshops to support postgraduate students, covering topics such as research skills, writing skills, self-

management, presenting papers and getting published. A sample of current and recent activities can be found on the Student Learning Development Website, https://www.tcd.ie/sld/ . For more details or to book an individual consultation, contact the team at student.learning@tcd.ie.

➢ Postgraduate teaching skills fall under the remit of the Academic Practice team, which offers training to support teaching assistants and postgraduate tutors in their teaching activities and professional development: https://www.tcd.ie/academicpractice/professional-development/graduate-teaching/index.php

➢ Two courses in English for Academic Purposes are available to all students who do not have English as their first language: an intensive pre-sessional course in August, and a course of weekly classes throughout the academic year. Students have found these courses very useful and we recommend that non-native speakers of English consider taking them. See https://www.tcd.ie/slscs/english/

➢ The Careers Advisory Service provides help with career planning and the job search process towards the end of your degree, providing advice on CV's and applications, interviews, internships, and much more www.tcd.ie/Careers.

➢ Tangent, Trinity's Ideas Workspace, offers a range of postgraduate education and certificate options in Creative Thinking, Innovation and Entrepreneurship. Whether you're a researcher, aspiring entrepreneur or jobseeker, its postgraduate programmes are designed to develop the core competencies of collaboration, communication, and leadership invaluable to any future career. See further www.tcd.ie/tangent/programmes/postgraduate

Postgraduate Modules in Other Institutions

Under certain conditions it is possible to take postgraduate modules in other institutions with which Trinity has an inter-institutional agreement. Please consult with your supervisor or the Director of Teaching and Learning.

Enrolling in and Auditing Modules

Students in years 1 and 2 are automatically enrolled in HH7021/7022 Research Training 1 and 2 (currently not recorded in SITS/my.tcd.ie) and CA7000 Research Integrity. Instructions for registering on HH7023 (open only to new TAs), are in the Appendices of this handbook.

Students who want to complete or audit any other modules should contact the module co-ordinator to ask whether it is possible to take or audit the module. The guidelines for enrolling in or auditing non-compulsory modules apply, as follows:

➢ The School welcomes interest from postgraduate taught and research students in the School and other Schools in M.Phil. modules which are not a compulsory element of their course, acknowledging the importance of high-level knowledge exchange and skills training at disciplinary and interdisciplinary level.

➢ Permission to enrol in or audit an M.Phil. module is always at the discretion of the module co-ordinator, who will decide from case to case whether enrolment or auditing is possible on practical or academic grounds. Practical grounds may include the availability of places in the module or teaching room; academic grounds may include the nature of the module and the overall composition of the student group.

- Enrolment in a module means that the student completes the set assessment or equivalent assessment and is awarded the credit attached to the module (to be recorded in SITS as soon as the system allows this).
- Auditing a module means that the student (is not enrolled in the module in SITS and) does not complete the required assessment and is not awarded credit but otherwise participates in the module in the same way as the students who are formally enrolled in the module. An auditor is expected to:
  - Attend all sessions of the module (not just when it suits them);
  - Do the preparatory reading; and
  - Contribute to the discussion (without hogging it!).
- Normally auditing will not be allowed when the group size is larger than 12. The number of auditors in a module should not normally exceed 50% of the number of formally enrolled students.

Writing your thesis

Undertaking a research degree is unlike any other kind of challenge. In the Humanities, students work on individual projects and these generally undergo redefinition and reorientation as a result of reading, research and the writing process. This is a natural and exciting aspect of research; it is also one of the hardest to plan for. Experience has shown that students can run into considerable difficulties when attempting to finish their thesis because they have neglected basic aspects of the capturing and the presentation of their material. This can lead to delays in completion and/or examination problems. The following guidance should be followed from the start of the research process.

Notes and References

- In consultation with your supervisor, decide what conventions you will follow in preparing your work, and apply these from the start.
- Always record the full bibliographical citation for each work consulted, including page or column numbers, publisher, year and place of first publication, edition cited, etc.
- The same applies to images, tables, recordings and other kinds of data which you may consult or generate.
- Keep updating your bibliography as the project develops, organised under suitable headings. Add anything you have read and may end up referencing to your bibliography immediately.
- Always record original material in a recognised fashion for later reference, distinguishing clearly between quoted material and material you have put into your own words.
- Organise your notes in a rational system which enables you to find and consult them easily. Discuss the practicalities of note-taking and record-keeping with your supervisor, who will have worked on similar projects and be aware of the challenges you are facing.
- Review the organisation of your notes from time to time: as your project develops you may develop new categories or reshuffle your material in different ways.
- Keep clearly labelled and dated electronic copies of everything that you write
- **Make sure you have (online) back-ups of all your work!**

Writing

- It is crucial to start writing early, no matter how speculative, vague or tentative your ideas may seem to you at that point.
- Always write to completion standard, with appropriate referencing and in appropriate academic language.
- Always keep a copy of anything which you submit to your supervisor and retain their comments on your work.
- Be conscious that a Ph.D. or M.Litt. is more than a series of essays such as you have been trained to write at undergraduate or MPhil level. Do not be afraid to be exploratory in your discussion and conclusions in early drafts of sections and chapters. A research degree is necessarily heuristic in nature: if you knew all the answers starting out there would be no need for you to write a thesis on this topic.
- While writing, consider from time to time what examiners will be expecting of your thesis. The Calendar Part III, stipulates: "A thesis submitted for a Master's degree (M.Litt.) must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge, and make some contribution to knowledge/scholarship (but it is not necessary that it be worthy of publication); it must be clear, concise, well written and orderly and must be a candidate's own work. A doctoral thesis (Ph.D.) must show evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/ scholarship, and make an appreciable, original contribution to knowledge; it should show originality in the methods used and/or conclusions drawn, and must be clear, concise, well written and orderly and must be a candidate's own work."
- In consultation with your supervisor, set yourself sensible interim goals for research and writing. These should take into account matters such as travel. If you need to consult sources, conduct interviews or make field trips outside Dublin, the further ahead you plan such activities, the more likely it is that you will secure financial assistance if you need it, and where necessary the permission of institutions or individuals to explore sources under their control, reproduce texts and images, etc.

The Research and Professional Development Plan and annual progress reviews are designed to aid this process and in practice the review often helps students and supervisors make key decisions about the focus, scope and organisation of the thesis.

Research ethics

While it is in the nature of the disciplines in the School that most Ph.D./M.Litt. projects will not require ethics approval, questions of propriety may arise, for example, in research involving vulnerable participants (e.g. children), documentary material not in the public domain, or sensitive material sources such as human remains. The ethical dimensions of a project should in first instance be discussed with your supervisor(s), who may refer you to the School's research ethics coordinator, Professor Lyndsey Earner-Byrne (Lindsey.Earner@tcd.ie).

Useful documentation:

- Research Ethics Application Management System (REAMS) https://www.tcd.ie/research/support/ethics-approval.php
- Resources of the Oral History Network Ireland https://oralhistorynetworkireland.ie/

- ➢ Guidelines of the UK Oral History Society
  http://www.ohs.org.uk/advice/ethical-and-legal/
- ➢ TCD Policy on Good Research Practice
  https://www.tcd.ie/media/tcd/about/policies/pdfs/Policy-on-Good-Research-Practice_1.1.pdf
- ➢ School of Histories and Humanities research ethics policy
  https://histories-humanities.tcd.ie/assets/pdf/research/EthicsPolicy.pdf

Academic Integrity

In Trinity College Dublin, we commit ourselves as staff and students to acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community. Understanding that integrity requires honesty, transparency and accountability, we agree to:

- ➢ Strive to do what we say we will, ensuring that we are aware of our commitments and responsibilities in order to fulfil them, and abiding by College and other relevant policies and the highest standards of conduct.
- ➢ Give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.
- ➢ Tell the truth, as a community and as individuals, speaking out and listening even when it is difficult, naming problems and honestly acknowledging mistakes.
- ➢ Hold ourselves and others to account for the things for which we are each responsible.
- ➢ Use resources for the purposes for which they are intended and be above reproach in financial dealings.
- ➢ Deal fairly, consistently and transparently with others.

In line with this policy the University considers **plagiarism** or misuse of **artificial intelligence** programmes such as ChatGPT a major offence, and subject to the disciplinary procedures of the University. A central repository of information about academic integrity, how to avoid academic misconduct, and the summary procedure used to deal with offences can be found at https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/.

The University's full statement on Plagiarism for Postgraduates can be found in the University Calendar at https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf.

Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and reference GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

Progress Reviews

The progress of all postgraduate research students in Trinity is reviewed on an annual basis. All students who are (principally) supervised by a member of staff based in the School of Histories and Humanities are required to comply with the requirements below. The School expects all parties – students, supervisors and thesis committees – to approach progress reviews positively and constructively as an essential part of the student's development.

Interview times communicated to students by their committee can only be changed in exceptional circumstances. Please note the week of your review, as specified below and in the Key Dates at the end of this handbook, in your diary at the start of the academic year. Conferences or holidays do not constitute a valid reason to reschedule a progress review.

Electronic versions of all documentation must be uploaded to Teams. A link to your Teams folder will be provided by email; if you have problems uploading your documents, please contact pghishum@tcd.ie. Students must consult with their supervisor in the preparation of submission materials.

Year 1

All first year research students are required to submit **an electronic copy** (via the Teams link that will be provided by email) of the following:

(1) Literature review (ca. 5,000 words)	Place your project in the context of the existing scholarly literature and explain how it will make a significant and original contribution to knowledge in this field in terms of its central research questions, aims, investigative methods and theoretical frameworks
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Progress Report & Plan of Work	To be completed in full by student and supervisor(s) on the School Progress Report form, available https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/assessment-and-progression/

After submission of these materials, students will meet with their Thesis Committee; the student's supervisor(s) will normally also be present. After this meeting, the Thesis Committee members will finalise and sign their section of the Progress Report form, and the Director of Postgraduate Teaching and Learning will review the report and confirm the Thesis Committee's progression decision. A finalised copy of the report will be made available to the student and supervisor and kept in the Teams folder.

Type of student	Review timeframe
Full-time students starting March 2025	1–5 December 2025
Part-time students starting March 2025	9–13 February 2026
Full-time students starting September 2025	20 – 24 April 2026
Part-time students starting September 2025	20 – 24 April 2026

Reviews must be completed before the relevant progression deadline (30 June for September entrants; 31 January for March entrants) to allow students to register as normal

for the next academic year. In exceptional cases, repeat reviews and reviews of students who, for any reason (for example, illness), have fallen 'out of cycle', may be conducted in August. For Spring, Summer, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 2

For full-time students, who will have been admitted on the probationary Ph.D. register, the Year 2 review is a confirmation review, used to determine whether students should continue onto the Ph.D. register or, alternatively, submit their thesis for an M.Litt. degree. Students who were initially admitted to the M.Litt. register may use the Year 2 review to request transfer to the Ph.D. register. Such a request must be explicitly indicated and supported in the supervisor's progress report. Part-time students will meet with their thesis committee and supervisor(s) for their review but will be considered for confirmation on the Ph.D. register in Year 3. For more information on these procedures see the College Calendar Part III; and Assessment and Progression - Graduate Studies | Trinity College Dublin

All second year research students are required to submit **an electronic copy** of the following:

(1) Draft chapter	This should be 8-10,000 words for full time students; 5,000 words for part-time students; and display the levels of research, critical analysis and originality commensurate with research at doctoral level. It should not be a general account or introduction, nor purely descriptive.
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Thesis outline	An introductory section (1-2 pages) outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
	A list of chapters (including introduction, conclusion) with chapter titles, projected word count and a paragraph for each chapter that outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate, contribute to the overall aims of your thesis.
(4) Progress Report & Plan of Work	To be completed in full by the student and supervisor(s) on the School Progress Report form, available at https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/assessment-and-progression/

After submission of these materials, students due for confirmation on the PhD register will meet with their Thesis Committee and the Director of Teaching and Learning; the student's supervisor(s) will normally also be present. After this meeting, the Thesis Committee members will finalise and sign their section of the Progress Report form, and the Director of Postgraduate Teaching and Learning will review the report and confirm the Thesis Committee's confirmation decision. A finalised copy of the report will be made available to the student and supervisor and kept in the Teams folder.

In the case of confirmation reviews the decision shall be one of the following:

a) Continuation on the Ph.D. register

b) Continuation on the Ph.D. register after certain changes have been made to the confirmation materials

c) Continuation on the Ph.D. register not recommended at this time: revised materials to be submitted and a repeat confirmation interview to be held

d) Transfer to the Masters register to submit an M.Litt. thesis

e) Not to continue as a research student

A similar range of options applies to transfer recommendations. Where confirmation or transfer is denied, students will be given one (and only one) further opportunity to seek confirmation or transfer in a repeat review.

Type of student	Review timeframe*
Full-time students starting March 2024 (Ph.D. Confirmation)	1–5 December 2025
Part-time students starting March 2024	1–5 December 2025
Full-time students starting September 2024 (Ph.D. Confirmation)	9–13 February 2026
Part-time students starting September 2024	5–8 May 2026

Reviews must be completed before the relevant progression deadline (30 June for September entrants; 31 January for March entrants) to allow students to register as normal for the next academic year. In exceptional cases, repeat reviews and reviews of students who, for any reason (for example, illness), have fallen 'out of cycle', may be conducted in AUgust. For Spring, Summer, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 3 (continuing students)

For part-time students, who will have been admitted on the probationary Ph.D. register, the Year 3 review is a confirmation review, used to decide continuation on the Ph.D. register or, alternatively, submission of the thesis for the M.Litt. degree. Third year full-time research students who are not planning to submit their thesis at the end of the third year are required to submit an electronic copy of the following:

(1) Draft chapter (8-10,000 words)	This should not be the chapter submitted for a previous review.
(2) Bibliography	Include all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s)
(3) Thesis outline	An introductory section (1-2 pages), outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
	A list of chapters (including introduction and conclusion) with chapter titles, projected word count and a paragraph for each chapter that outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate, and contribute to the overall aims of your thesis.
(4) Progress Report & Plan of Work	To be completed in full by the student and supervisor(s) on the School Progress Report form, available at https://www.tcd.ie/graduatestudies/current-

	students/postgraduate-research-students/assessment-and-progression/ . You must include a detailed plan of work for the fourth year of registration. This should indicate, for each chapter of your thesis, how much you have written, how much remains to be written, what background research and revision remains to be carried out; and provide a detailed timetable for completion of outstanding work by the submission deadline. Please plan to complete a full draft of your thesis no later than 3 months before the deadline (earlier is better) to allow proper feedback and editing.

After submission of these materials, **part-time students** due for confirmation on the PhD register will meet with their Thesis Committee and the Director of Teaching and Learning; the student's supervisor(s) will normally also be present. After this meeting, the Thesis Committee members will finalise and sign their section of the Progress Report form, and the Director of Postgraduate Teaching and Learning will review the report and confirm the Thesis Committee's confirmation decision. For the decision options, see above under Year 2. A finalised copy of the report will be made available to the student and supervisor and kept in the Teams folder. Where confirmation is denied, students will be given one (and only one) further opportunity to seek confirmation or transfer in a repeat review.

Full-time students will meet with their Thesis Committee; the student's supervisor(s) will normally also be present. After this meeting, the Thesis Committee members will finalise and sign their section of the Progress Report form, and the Director of Postgraduate Teaching and Learning will review the report and confirm the Thesis Committee's progression decision. A finalised copy of the report will be made available to the student and supervisor and kept in the Teams folder.

Type of student	Review timeframe
Full-time students starting March 2023	1–5 December 2025
Part-time students starting March 2023 (Ph.D. Confirmation)	1–5 December 2025
Part-time students starting September 2023 (Ph.D. Confirmation)	9–13 February 2026
Full-time students starting September 2023	5–8 May 2025

Reviews must be completed before the relevant progression deadline (30 June for September entrants; 31 January for March entrants) to allow students to register as normal for the next academic year. In exceptional cases, repeat reviews and reviews of students who, for any reason (for example, illness), have fallen 'out of cycle', may be conducted in August. For Spring, Summer, Autumn and Winter review dates and deadlines see Key Dates at the end of this handbook.

Year 3 (submitting), Year 4 (submitting) and part-time Years 4, 5 and 6

For **part-time** Ph.D. students, who have 6 years of registration, annual reviews continue in Years 4 and 5. Their Year 4 review will be scheduled 12 months after the Year 3 review and the same set of materials (updated and with a different chapter) should be submitted, after which they will meet with their Thesis Committee; the student's supervisor(s) will normally also be present. After this meeting, the Thesis Committee members will finalise and sign their section of the Progress Report form, and the Director of Postgraduate Teaching and

Learning will review the report and confirm the Thesis Committee's progression decision. A finalised copy of the report will be made available to the student and supervisor and kept in the Teams folder.

Full-time students may submit their thesis by the end of Year 3 and **must** submit their thesis by the end of Year 4. Part-time students must submit their thesis by the end of year 6.

Progress, issues and obstacles

Unsatisfactory Progress

The key moment and means to evaluate a research student's progress is the annual progress review. If a Thesis Committee has serious concerns about progress, a student will normally be given the opportunity to revise and resubmit review materials and present for a repeat review at a later date. If skills gaps are identified, acquiring these skills may be formulated as a requirement to continue on the research register, to be fulfilled by a certain date. If after a repeat review the student's progress is still deemed unsatisfactory, the School may require submission of the thesis for a lower degree (M.Litt.) or, if qualifying external circumstances have a negative impact on academic performance, recommend that permission be sought to go off books. In some cases the School may recommend to the Dean of Graduate Studies that a student's registration be terminated altogether.

Continuation Year (Overtime Registration)

An M.Litt. thesis should be completed in a maximum of 2 years (3 years if part-time) and a Ph.D. thesis in a maximum of 4 years (6 years if part-time); see Calendar Part III. Overtime registration has financial implications for the student and for the School. Permission to re-register for a continuation year, paying fees, must be sought from the Dean of Graduate Studies by the supervisor(s) or Director of Teaching and Learning and is subject to approval from the School and the relevant Department.

If it becomes apparent that submission of the thesis at the end of regular registration is unfeasible, the supervisor(s) must discuss the student's situation with the Director of Teaching and Learning as a matter of urgency. If it is decided to seek permission for a continuation year, the student will normally be asked to complete a **Submission Review Report**. The relevant form can be requested from the postgraduate administrator at pghishum@ttcd.ie. A review meeting will be scheduled to assess the state of the thesis and the timetable for completion. A continuation year cannot be approved until this review has been completed. This procedure also applies, *mutatis mutandis*, to M.Litt. students in their final year (full-time Year 2, part-time Year 3) who have fallen behind schedule.

Going Off Books

This section summarises the provisions in the Calendar Part III. See also: Academic Standing - Graduate Studies | Trinity College Dublin

Permission for a student to go off books should normally be sought by the supervisor(s) through the Director of Postgraduate Teaching and Learning, who is best placed to decide the parameters, motivation and wording of the request in light of the College and School regulations and the student's situation and prospects. Students seeking to go off books will

be asked to complete a form, which can be downloaded from [Academic Standing - Graduate Studies | Trinity College Dublin](#).

Grounds for an off books request can be academic (e.g., a relevant internship), medical (serious illness) or *ad misericordiam* (compassionate). This last category is purposely broad but in practice its coverage is quite clearly defined by College policy. Family-related problems often qualify but financial difficulties normally do not, for example. The Director of Teaching and Learning can advise.

Going off books has practical consequences. The visas of non-EU students are usually dependent on being registered as a full-time student. Grants and awards are usually frozen or withdrawn when a student goes off books. Students who are off books will not have a student card during this period and will not have access to College facilities, including the library (bare access can be arranged but borrowing is impossible).

Students can be taken off books from 1 March and 1 September, and no other dates, for 6 or 12 months, depending on the circumstances and evidence. In some cases the off books period may be extended for a second year. If a student is unable to return after two years, they are normally expected to withdraw, with the possibility of re-admission in the future.

In exceptional circumstances it may be possible to apply for permission to go off books retrospectively. Please consult with the Director of Teaching and Learning.

In order to go off books a student must be in good standing financially. Fees due must be paid even if a student will be off books for the rest of the academic year.

In planning progress reviews, time off books will be taken into account as far as the School's review schedule (with reviews in February, May, September and December) allows.

It is the student's responsibility to inform their supervisor(s) and the Director of Teaching and Learning at least one month before the end of an off books period whether they are able to return or whether permission to remain off books should be sought. If a student has gone off books for medical reasons, [a Fitness to Study Certificate](#) is required to return, to be submitted through the Director of Teaching and Learning at least one month before the end of the off books period. Students who at the end of an off books period fail to register or secure permission to remain off books are made withdrawn. Re-admission may be possible but carries a fine.

Extensions

In circumstances where a student loses a significant amount of productive time, for example due to illness, care duties or a bereavement, but not enough to warrant going off books, it may be possible to request compensation of lost time in the form of an extension, free of fees, at the end of regular registration (max. 6 months). The circumstances warranting an extension request should be documented at the time the problem occurs, and the Director of Teaching and Learning should be informed. Students seeking an extension will be asked to complete a form, which can be downloaded from [Academic Standing - Graduate Studies | Trinity College Dublin](#)

Maternity Leave

Full-time expectant research students may request a maximum of 26 weeks maternity leave, starting not later than two weeks before and ending not earlier than four weeks after the expected date of birth. Requests should be submitted through the Director of Teaching and Learning at least four weeks in advance of the start of the intended maternity leave period. Students on maternity leave are considered to be off books and adjustments are made to their review and completion dates accordingly.

For further provisions regarding maternity leave as well as provisions for paternity leave and adoptive leave see the Calendar Part III and the Student Parent and Carer Policy below.

Student Parent and Carer Policy

Trinity has a policy on reasonable accommodations for students who are parents or carers. See: www.tcd.ie/about/policies/assets/pdf/student-parent-carer-and-pregnancy-policy.pdf. If certain requirements of the Ph.D. programme cause problems for you due to parental responsibilities or care duties, please discuss this with your supervisor(s) and the Director of Teaching and Learning.

Teaching and invigilation

Teaching

During the academic year there may be opportunities for postgraduate students to teach seminars or language classes or fulfil other tasks in their Department, such as assisting with research projects or the maintenance of collections. Work will be paid for at agreed rates and should not exceed 6 hours per week on average. Interested students should discuss opportunities with their supervisor, taking into account implications for their research planning, and plan to complete the module HH7023 Teaching and Learning Strategies in Histories and Humanities (5 credits), designed to support teaching assistants in the School in their day-to-day teaching activities and professional development.

The Centre for Academic Practice in Trinity Teaching and Learning also offers a number of (generic) 5-credit modules to support teaching assistants:

> ➢ Teaching and Supporting Learning for Graduate Teaching Assistants
> ➢ Assessment and Feedback in a Digital Context

See https://www.tcd.ie/academicpractice/professional-development/graduate-teaching/ for details, timetable and enrolment instructions.

Invigilation

All postgraduate students may apply to work as invigilators during the undergraduate annual and supplemental examinations. A call for applications is usually sent out to all postgraduate students in Hilary term. A reference from your supervisor is required.

Postgraduate Teaching Awards

The Trinity College Postgraduate Teaching Awards recognize excellence in undergraduate teaching delivered by postgraduate students. Nominations are sought annually in Hilary term and each School is allowed to nominate up to 3 students. Nominated students will be asked to submit a 2-page outline of their approach to teaching and how they support undergraduate student learning; a substantive supporting statement, to be supplied by the supervisor or relevant module co-ordinator, is also required. Submissions will be assessed by a review panel chaired by the Dean of Graduate Studies, which normally invites shortlisted candidates for a teaching demonstration. See further information here:

> ➢ https://www.tcd.ie/graduatestudies/awards/postgraduate-teaching-awards/

Conflicts and disciplinary issues

Conflicts

In case of conflict, the School requests that you follow the procedure described in the Problems - Who to Contact? section of this Handbook to allow difficulties to be resolved as swiftly as possible and at the right level. It is the School's policy to deal with problems promptly and in a mature and professional manner, and we expect the same from our students. Meetings with your supervisor(s) or the Director of Teaching and Learning that relate to any difficulty will be confidential, and the content or nature of conversations will not be discussed with others without prior agreement. College regulations regarding conflicts are set out in Calendar Part III.

Misconduct

All students are required to observe, in addition to the laws of the State, the regulations laid down by Board. The Calendar Part III includes provisions regarding, for example, misconduct in relation to examinations, libraries and other facilities, services and accommodation, disruptions and noise, bullying and harassment, and abuse of email facilities. Offences against Trinity regulations are investigated by the Junior Dean, who may impose penalties, including fines. Students are entitled to representation at hearings.

Freedom of Information

Trinity is subject to the terms of the Freedom of Information Act 1997, which established legal rights for each person to access information held by public bodies; to have official information relating to themselves amended where it is incomplete, incorrect or misleading; and to obtain reasons for decisions affecting oneself. See further www.tcd.ie/info_compliance/foi.

Completing and submitting your thesis

In planning for completion, familiarise yourself with the thesis submission regulations at https://www.tcd.ie/academicregistry/exams/research-degree/ which should be followed strictly. This document summarises the more detailed provisions regarding the submission of theses in the Calendar Part III. It covers matters such as language, length, formatting, referencing, illustrations, title, declaration, acknowledgements, summary, abstract, access.

At least one month prior to submitting your thesis, you must submit the **Intention to Submit form** available at https://www.tcd.ie/academicregistry/exams/research-degree/.

Please don't assume anything about the formal requirements for your thesis or imagine that exceptions will be made. For instance, the College's thesis word limit is strict; your thesis must meet and not exceed it to be accepted for examination.

Please note that when you submit your thesis you will be asked to confirm that your thesis does not exceed the word limit. You will also be asked to confirm your status. Please note that your status as a research student is unaffected by any casual employment as a TA that you may have had during your PhD studies (so even if you have taught a module, your status on submission is not 'Staff member').

Bear in mind that the final production of a thesis almost invariably takes longer and is more stressful than expected. Helpers disappear, files get corrupted, images are missing, tables go awry, and references mysteriously disappear. So give yourself time, because a badly presented thesis – whether the problem be inconsistent referencing, or poor editing, or missing pages, or fuzzy images – creates a bad impression which may influence the judgement of examiners about the substantive merits of the work.

> ➢ The submission of a thesis is at the discretion of the student, who is strongly advised (but not required) to seek the agreement of their supervisor(s).
> ➢ The submission deadline for research theses is **30 September** for September entrants and **31 March** for March entrants. This date already includes an automatic one-month extension of registration ('Dean's Grace') for thesis submission (registration normally ends on 31 August/28 February). Because you must be a registered student in order to submit, Academic Registry cannot accept your thesis after the deadline unless an extension (however brief) has been approved.
> ➢ If a student is unable to submit by the deadline, the supervisor must contact the Director of Teaching and Learning before the deadline to discuss the student's progress and prospects. More information can be found in this handbook under Progress Reviews, Overtime Registration, Extensions and Going Off Books.

Examination of Theses

The information below summarises and supplements the provisions for examination of research theses in the Calendar Part III.

Appointment of Examiners

In the final six months of your PhD, you should think about potential examiners and discuss the options with your supervisor(s). Ultimately, supervisors are best placed to advise on who would be most appropriate both as internal examiner (usually someone from within our School, although exceptionally they may be appointed from elsewhere in College) and as the external examiner (usually someone based at a university within a short haul journey to Dublin). Your supervisor will normally approach, informally, a potential examiner and explore whether they would be willing to be nominated. When examiners have informally agreed, the supervisor will complete the nomination form found on the Graduate Studies website Appointing Examiners - Graduate Studies | Trinity College Dublin and submit it to the Director of Postgraduate Teaching and Learning for approval and forwarding to the Graduate Studies Office. Only when the Dean has approved the nomination are the examiners confirmed.

Viva Voce Examination

The guidance provided in this section complements the Trinity Ph.D. Viva Guide .

The examination of a Ph.D. comprises the writing of a thesis and satisfactory performance in a *viva voce* ('live voice') examination. The examiners will set a date for the viva voce examination once they have received a copy of your thesis and you will be informed of the date and time.

All students should be prepared to defend their thesis robustly in the viva. The examination of an M.Litt. thesis does not include a viva unless examiners propose either failure or referral of the thesis for major revision; in this case a viva is obligatory.

Examiners of a Ph.D. thesis can propose that:

a) The degree be awarded for the thesis as it stands
b) The degree be awarded for the thesis subject to minor corrections
c) The thesis be referred for major revision and subsequent re-examination
d) A lower degree be awarded, if necessary following minor corrections
e) The thesis be failed.

Examiners of an M.Litt. thesis can propose (a)-(c) and (e) but not (d).

No definitive indication of the outcome of an examination should ever be given until the end of the viva. It is, however, considered good practice that examiners express their general satisfaction or substantial concerns at the start of a viva to signal what is at stake in the following discussion about the thesis.

The supervisor should not be involved in the examination procedure, but they may, at the request of the student, attend the viva as an observer, without taking part in discussions or deliberations. Supervisors should carefully weigh attendance requests and, if they decide to attend, alert the Chair well before the viva.

Advice for students

➢ When you are given the date and time of your viva, please notify the internal examiner or Director of Teaching and Learning if special accommodations should be made (for example because of pregnancy, injury, illness or disability).
➢ Make sure that you do not have to rush to the viva and aim to arrive at least 10 minutes early or, in the case of virtual vivas, click on the meeting link and join the virtual waiting room about 10 minutes before the viva is due to start.
➢ Bring a copy of your thesis with you, together with a notebook and pen.
➢ If you have spotted typos or other presentational flaws in the thesis after submitting it, bring along a properly organised list of these for your examiners.
➢ When you enter the room where the examination will take place, make sure that the arrangements suit you. Alert the Chair if you find the room too hot or too cold, too bright or too dark, if you have trouble hearing the examiners, or if there is some other practical problem.
➢ Remember that a *viva* is not a trial or inquisition. Rather, it provides an opportunity for an extended dialogue with people who, like you, have a specialised interest in the area of research, and it allows you to clarify your approach, argument and conclusions.
➢ Listen carefully to each question you are asked before you attempt to answer. Reply to the question asked, not to one which you expected.
➢ Examiners have a duty to be clear. If you are unsure whether you have understood a question or observation, ask for clarification.
➢ Do not feel that you have to respond at great length to each question. Some questions will require long answers, but not all.
➢ If in the course of discussion something occurs to you which you should have said earlier, say it.
➢ If you need a comfort break, please say so.
➢ At the conclusion of a *viva*, you will be asked to leave the room for a time to allow the examiners to deliberate. On returning you will be told the outcome of the examination and next steps.

Corrections and Revision

In many cases a thesis may require some changes or corrections. Revisions required by examiners are not for negotiation but must be carried out as stipulated and without exception.

If your thesis has been passed subject to 'minor corrections', you have 2 months from the date of the Dean's result memo, issued by the Academic Registry (which you may not receive until 2-4 weeks after the viva) to make the corrections required by the examiners, as described in their reports. This stage is overseen by the internal examiner, who can answer queries about the required changes and offer guidance on how to approach them. However, you should not expect the internal examiner to provide detailed feedback on revisions and redrafts, or to go into discussion about the necessity of certain changes; they are not negotiable. Please plan to submit a complete version of your corrected thesis to the internal examiner for inspection well before your deadline (2 months from the date of the result memo). If the internal examiner is satisfied, they will send an email to Academic Registry through gsothese@tcd.ie indicating that all required corrections have been made to the examiners' satisfaction. On receipt of confirmation, Academic Registry will inform you that you may now produce the final hardbound copy of your thesis, submit them to Registry, and register for Commencements.

If your thesis is referred for major revision, re-examination is required (without a second viva) and you must re-register and pay a fee for a revision period of, normally, 6 months. A thesis can only be referred once. If your thesis has been referred, the internal examiner (who will in due course be asked to re-examine your thesis) cannot play a role in the revision process beyond clarifying the examiners' requirements. You may expect limited guidance from your supervisor while revising. This guidance would include advice on how to approach the task and feedback on completed revisions but not detailed engagement with rough, partial or repeated redrafts.

Commencements

If the examiners recommend the degree be awarded, the University Sub-Committee of Council and Board receives a statement from the Dean of Graduate Studies that the student has fulfilled all the requirements for the award of the degree, whereupon the committee gives its approval for the award and allows the student to be commenced.

The student, after receiving notice of approval for the award, must give notice on the relevant form obtainable from Academic Registry to have the degree conferred on them at a particular Commencements ceremony. The form should be submitted by the specified closing date set out on the Commencement Schedules. See: https://www.tcd.ie/academicregistry/graduation/

Appendix 1 The Structured Ph.D. in the School of Histories and Humanities

The School of Histories and Humanities provides doctoral training through provision of a structured programme of research and study. The core component of a structured Ph.D. programme is the advancement of knowledge through original research. Through conducting research, engaging in associated research-related activities and attending courses, our Ph.D. students are supported in their development of a range of skills that meet the needs of an employment market that is wider than academia. The high-quality research experience, training and outputs are consistent with international norms and best practice.

The structured Ph.D. programme in support of the original research activity includes:

1. **A formalised integrated programme of education, training and personal and professional development activities**

Ph.D. students undertake original research via a structured Ph.D. that promotes the development of in-depth knowledge of their field of study, research skills, critical analysis and communication skills. Any identified skills gaps are addressed by formal training. Professional development is facilitated through the student's participation in seminars, workshops and conferences at University, national and international level. Ph.D. students are expected to undertake taught modules during their Ph.D., to a minimum of 10 ECTS and a maximum 30 ECTS within the first 18 months of enrolment.

In order to be confirmed on the Ph.D. register after 18 months, students must have successfully completed compulsory Research Training modules and compulsory module Research Integrity and Impact in an Open Scholarship Era. In the first 6 months of enrolment they draw up a personal Research and Professional Development Plan in consultation with their supervisor(s), assessing specialist and generic skills required for their research and ambitions and a workplan for research, professional development and for filling skills gaps. The agreed plan includes a record of modules, courses, workshops, seminars and conferences (to be) attended; other professional development activities (to be) undertaken, such as internships, teaching, research presentations and publications; a record of supervision arrangements and meetings; and a research and writing plan. The plan is evaluated annually by the student's Thesis Committee.

A number of the School's Ph.D. students are enrolled in the interdisciplinary Digital Arts and Humanities Ph.D. programme.

2. **Development of discipline-specific knowledge, research skills, and generic/transferable skills**

Research students in the School complete Research Training modules, whose elements include participation in the research seminar relevant to their area of study. Specialised research seminars exist in many areas of History (Medieval, Early Modern, Contemporary Irish, Environmental and International) and in Classics, History of Art and Architecture, and Gender and Women's Studies.

In addition, students have access to a plethora of training options. These include ca. 40 approved postgraduate modules in the School and ca. 40 additional modules in the affiliated Schools of English and Languages, Literatures and Cultural Studies.

The School also convenes an annual series of Postgraduate Workshops tailored to the specific needs of Histories and Humanities students, covering topics such as the student–

supervisor relationship, academic presentation skills, thesis writing and editing, preparing grant applications, thesis submission and examination, publishing, academic and non-academic careers.

Finally, students can access a broad range of College-wide modules, training and programmes to develop generic and transferable skills. These include training in foreign languages; courses in English for Academic Purposes; IT courses offered by Information Systems Services; the Centre for Academic Practice and eLearning (CAPSL)'s teaching and supporting learning module (training for teaching assistants) and other workshops for postgraduate students, covering topics such as research skills, writing and presentation skills, self-management; the Careers Advisory Service, which advises on career planning, CV's, applications, interviews, internships; and the Innovation Academy, a PRTLI-funded initiative to cultivate creativity and entrepreneurial thinking at postgraduate level, which offers modules building up to a Graduate Certificate in Innovation and Entrepreneurship.

3. **Declared outcomes and graduate attributes in line with national and international best practice**

The School offers a doctoral training programme in accordance with the learning outcomes expected of a research doctorate (Level 10, National Framework of Qualifications), as specified in the Calendar Part III and the IUQB guide Good Practice in the Organisation of Ph.D. Programmes in Irish Higher Education (2009) and the Irish Universities Association Ph.D. Graduate Skills document (2nd edition 2014), which has set high-level learning outcomes in the following areas for a successful doctoral education: research skills and awareness; ethics and social understanding; communication skills; personal effectiveness and personal development; team working and leadership; career management; entrepreneurship and innovation.

4. **Supervision by a principal supervisor, with critical support from a thesis committee.**

Trinity has a strict policy for eligibility to supervise research students, set out in the Calendar Part III. All academic staff members in the School who supervise doctoral students are research active. In addition to appointing a principal supervisor, the School encourages co-supervision where this is academically desirable and encourages informal engagement of other staff members with students' research to provide expert advice on specific areas of knowledge and skills. A panel review is conducted with all students annually, led by the student's Thesis Committee.

5. **Progress to completion is formally monitored against published criteria and supported by formal institutional arrangements in line with national and international best practice.**

Ph.D. students annually undergo a formal progress review conducted by the student's Thesis Committee. In addition to the student's Research and Professional Development Plan – tracking research, thesis & career planning and learning & professional development – and a formal progress report, which are submitted annually, the panel assesses:

➤ In Year 1, a 5,000-word literature review introducing the student's thesis subject, its central research questions, aims and objectives, conceptual and methodological frameworks in its academic context and establishing the originality of the project; and a bibliography.

➤ In Year 2, a thesis outline; a draft chapter of ca. 8-10,000 words, displaying the levels of research, critical analysis and originality commensurate with research at doctoral level; and the project bibliography. The Year 2 review determines whether students continue on the Ph.D. register or submit their thesis for the M.Litt. degree.

- ➢ In Year 3 (and Year 4, 5 for p/t), an updated thesis outline; an additional chapter.
- ➢ One-hour panel interviews are conducted with all students annually and formal reports on the review are produced by the Thesis Committee, outlining the panel's recommendations and indicating a progression decision.

Submitted Ph.D. theses are assessed by two examiners, at least one of whom is external to Trinity and an internationally recognised expert in the research area of the thesis. Ph.D. examiners are approved by the Dean of Graduate Studies. Students are questioned about their thesis by the examiners in a *viva voce* examination, which usually lasts 1.5–2 hours and is chaired by the Director of Postgraduate Teaching and Learning or another senior academic in the School.

6. **Appropriate placements, rotations and assignments across wide sectors of the economy are encouraged for inclusion as part of the structured Ph.D. programme.**

The School promotes civic engagement and actively encourages students to make their expertise and skills productive beyond the academic environment, for example, in public history, cultural heritage and outreach projects such as the 1641 Depositions projects or the Classics Activity Workshop for secondary schools. A significant number of students complete internships of some sort during their Ph.D.; recent examples include placements in the Dáil, the information technology sector, museums, archaeological digs or conservation projects. For students enrolled in the interdisciplinary Digital Arts and Humanities Ph.D., a 3-month internship is compulsory. All Ph.D. students in Trinity are encouraged to participate in Tangent, Trinity's Ideas Workspace, which supports innovation and provides access to industry-mentored projects. Most of our students spend some time abroad during their Ph.D., to access sources and archives, attend workshops, trainings and conferences, and discuss their research with international experts.

Appendix 2: CA7000 Research Integrity and Impact in an Open Scholarship Era

This module aims to introduce participants from a diverse range of backgrounds to the existing and emerging challenges and opportunities connected with researching, presenting and publishing in an open scholarship era. The concept of open scholarship has radically altered the way in which academic research operates in Europe, providing both opportunities and challenges for research students. All of the major funding bodies in Europe and Ireland now require compliance with open research mandates as a condition of funding. In addition, funders are increasingly demanding that researchers, including research students, must, as a pre-requisite to securing grant funding, have undertaken some training in research ethics. Finally, students, as they conduct research, should be aware of and comply with obligations under intellectual property and data protection law and indeed to ensure the proper management of their research data. This course seeks to provide all Trinity PhD students with the tools necessary to navigate these issues as they proceed with their research.

The module is run collaboratively by the Graduate Studies Office and the College Library. All of the module's teaching staff are internal to Trinity and have research interests and skills in the relevant areas. Students will be required to undertake a research integrity course provided by Epigeum as a licensed ready-made package. Integrated with this, and delivered alongside it via Blackboard, are the bespoke elements of the course which will be provided by Niamh Brennan (College Library), Dr Geoff Bradley (IT Services) and Professor Eoin O'Dell (Law School).

All incoming PhD students are required to undertake this module prior to being confirmed on the PhD register as part of the official confirmation process. Research Masters students who wish to transfer to the PhD register must also complete the module as a pre-requisite to any such transfer. In both these cases the student takes the module for credit and as part of the taught components of the structured PhD. In addition, other research Masters students can apply to take the module, though not for credit.

The course is delivered online and may be taken at any stage prior to a student undertaking his or her confirmation/transfer process. The course accounts for 5 ETCS (100 student effort hours). In order to accrue the 5 ECTS, participants will be expected to complete the various online components of the course and the prescribed assessments.

A suite of workshops will comprise the course, focusing on the challenges and opportunities referenced above. Alongside the Epigeum component on Research Integrity, students will undertake TCD-developed online workshops on:

- ➢ Research Ethics;
- ➢ Intellectual Property and Data Protection;
- ➢ Research Data Management and the Construction and Application of Data Management Plans;
- ➢ Research Communication and Impact in an Open Scholarship era.

On successful completion of this module, students should be able to:

- ➢ Apply the highest standards of ethical integrity in their research.
- ➢ Understand the basic principles of intellectual property law as they apply to their research.

- ➢ Appreciate the application of Data Protection law in the context of postgraduate research.
- ➢ Apply best practice standards in research data management and develop an effective Data Management Plan for their research.
- ➢ Demonstrate awareness of the opportunities that open scholarship provides for them to ensure that their research has maximum impact.

Students' performance on the module is evaluated on the basis of undertaking the workshops and a successful pass on the assigned assessments. Participation and successful completion of assignments are compulsory. The module will be assessed on a pass or fail standard.

The pass standard is 40%. Candidates who fail or fail to complete must re-take the module.

Appendix 3 HH7021 Research Training 1

Module code	**HH7021**
Module name	**Research Training 1**
Status	Compulsory
Credit weighting	5
Semester/term	all year
Contact hours	15-20
Module staff	Co-ordinator: Director of Teaching and Learning (Postgraduate)
Learning outcomes	On successful completion of this module, students are able to demonstrate the competences expected at the end of the first Ph.D. year, namely to: • Devise and develop a substantial, challenging and original (for Ph.D.) / intellectually independent (M.Litt.) research project relating to their field of study. • Identify, access and critically appraise the relevant primary sources and scholarly literature relevant to their research project and present these in an appropriately formatted bibliography. • Outline central research questions, aims and objectives. • Identify the principal conceptual issues their research raises. • Select suitable investigative methods, theoretical and practical approaches, concepts and terminology. • Situate their project within the context of existing scholarship and explain how it will make a meaningful (M.Litt.) / original and significant (Ph.D.) contribution to knowledge in the field. • Critically evaluate academic research presentations and assess the relevance of the methodologies and/or theoretical approaches encountered for their own research agenda. • Confidently participate in subject-specific academic discussions in seminars, workshops and conferences. • Analyse and plan the development of their own academic and advanced generic skills. • Demonstrate basic project and time management skills.
Learning Aims	The aim of this module is to support first year research students in their academic and professional development and research and career planning and help them develop their initial research idea into a fully-fledged research project suitable for a Ph.D. or M.Litt. thesis. Students are prepared not only for successful completion of a Ph.D. or M.Litt. in Histories and Humanities, but also for entry into working environments requiring advanced analytical, research, writing and presentation skills. Students develop academic knowledge and skills specific to their research project; awareness of the wider academic context and debate in their discipline; ability to critically assess contributions to scholarship and modes of presentation; discussion skills; academic writing skills; organisational skills; proficiency in oral presentation and discussion.
Module content	a) Throughout the first year of the Ph.D./M.Litt. programme: attendance at research seminars in the student's area of research (e.g. Classics Research Seminar, Medieval History Research Centre Seminar, Early Modern History Research Seminar: see Research Seminars). If this is impossible, e.g. due to work commitments, the student must ensure equivalent exposure to high level academic discourse through other activities, to be specified in their

Research and Professional Development Plan and approved by their supervisor(s) and the Director of Teaching and Learning.

 b) 6 weeks into the programme: submission of a draft Research and Professional Development Plan, following the School template.

 c) 8.5 months into the programme: submission of Year 1 progress review materials as follows:

  1. A review essay of approximately 5,000 words. This essay should:
- introduce your subject of research, outline your central research questions, aims and objectives, discuss the principal conceptual issues your research raises;
- indicate the principal primary sources your research draws upon, critically assess the methodological questions your project poses and introduce investigative methods and theoretical frameworks you intend to use;
- Place your project in the context of the existing scholarly literature and explain how it will make a significant and (for Ph.D.) original contribution to knowledge in this field. References in this document should follow a format approved by your supervisor(s).

  2. A complete bibliography of all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s).

  3. A progress report, completed by both student and supervisor, on the School Progress Report form.

  4. An up-to-date Research and Professional Development Plan, containing all elements specified in the School template, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 1, etc. (see Appendix 6).

 d) 9 months into the programme: attendance at a progress review meeting (45 mins.) with the student's thesis committee.

Pre-requisite / Target audience	Students in year 1 of the Ph.D./M.Litt. programme
Assessment details	• This module is assessed pass/fail in a review meeting (d) by a panel consisting of the student's supervisor(s), a reader and the School's Director of Teaching and Learning, assessing attendance and submitted materials as outlined under Module Content (A, C), in an oral discussion and written reports. • Re-assessment: repeat review meeting after submission of revised materials; in case of unsatisfactory attendance: agreed equivalent academic engagement. • Students must pass this module to progress to Year 2.

Appendix 4 HH7022 Research Training 2

Module code	**HH7022**
Module name	**Research Training 2**
Status	Compulsory
Credit weighting	5
Semester/term	all year
Contact hours	15-20
Module staff	Co-ordinator: Director of Teaching and Learning (Postgraduate)
Learning outcomes	On successful completion of this module, students are able to demonstrate the competences required for confirmation on, or transfer to, the Ph.D. register; or submission, at the end of Year 2, of a satisfactory M.Litt. thesis; namely to: • Present a carefully considered and viable Ph.D./M.Litt. thesis plan, with appropriate focus, scope, depth and originality, based on the student's emerging research results. • Produce academic writing displaying the type and quality of research, critical analysis, originality, coherence, clarity and referencing expected at Ph.D. level (or M.Litt. level, if applicable) in the student's academic field. • Demonstrate advanced project management and time management skills by producing and maintaining a feasible schedule for completion of the research of project and on-time submission of the thesis. • Confidently engage with issues and debates in the student's academic discipline and adjacent disciplines which do not directly relate to their own research. • Effectively communicate research knowledge in oral presentations. • Demonstrate the specialist and generic skills required for successful completion of their research project and thesis. • Reflect on their own professional ambitions, career prospects, transferable skills and personal strengths and weaknesses.
Learning Aims	The aim of this module is to support second year Ph.D./M.Litt. students in their academic and professional development and research and career planning, and to help them shape their emerging research results into a viable Ph.D./M.Litt. thesis, with an appropriate focus, scope, depth, originality, coherence and clarity, and a feasible schedule for completion within the time-frame set for a Ph.D. or M.Litt..
Module content	a) Throughout the second year of the Ph.D./M.Litt. programme: attendance at research seminars in the student's area of research (e.g. Classics Research Seminar, Medieval History Research Centre Seminar, Early Modern History Research Seminar: see Research Seminars). If this is impossible, e.g. due to work commitments, the student must ensure equivalent exposure to high level academic discourse through other activities, to be specified in their Research and Professional Development Plan and approved by their supervisor(s) and the Director of Teaching and Learning. b) Delivery of at least one academic presentation on the student's research project, or an aspect thereof, to an appropriate audience. c) Ca. 16.5 months into the programme: submission of Year 2 confirmation/transfer/progress review materials as follows: 1. A draft chapter (or part thereof) of 8,000–10,000 words, displaying the levels of research, critical analysis and originality commensurate with research at Ph.D.

level (or M.Litt. level). It should not be a general account or introduction, nor purely descriptive.

2. A complete bibliography of all primary and secondary works consulted to date, organised and formatted as approved by your supervisor(s).

3. An outline of the thesis, consisting of:
   - An introductory section (1-2 pages), outlining your topic, central questions, aims and objectives, sources and methods and contribution to knowledge.
   - A list of chapters (including introduction and conclusion) with chapter titles, projected word count and a paragraph for each chapter which outlines what the chapter will discuss and, if possible, what you expect it will argue, demonstrate and contribute to the overall aims of your thesis.

4. A progress report, completed by both student and supervisor, on the School Progress Report form.

5. An up-to-date Research and Professional Development Plan, containing all elements specified in the School template, such as a detailed plan of work for the following year, a list of research seminars and other academic presentations attended in Year 2, etc. (see Appendix 6).

d) 18 months into the programme: attendance at a progress review meeting (45 mins.) with a panel consisting of the Director of Teaching and Learning or nominee, a reader appointed to assess the submitted materials, and the student's supervisor(s).

Pre-requisite / Target audience	Students in year 2 of the Ph.D. programme who have completed HH7021 Research Training 1
Assessment details	• This module is assessed on a pass/fail basis in a review meeting by a panel consisting of the student's thesis committee and the School's Director of Teaching and Learning or their nominee, assessing fulfilment of requirements (a, b) and submitted materials (c) as outlined under Module Content in an oral discussion and written reports. • Re-assessment: repeat review meeting after submission of revised materials; in case of unsatisfactory attendance: agreed equivalent academic engagement; in case of failure to deliver a presentation: scheduling of a presentation. • Ph.D. students and M.Litt. students seeking transfer to the Ph.D. register must pass this module to progress to Year 3 of the Ph.D. programme. Students planning to submit an M.Litt. thesis must pass this module for sign-off on the taught elements of the M.Litt. by the Director of Postgraduate Teaching and Learning required for examination of the M.Litt. thesis.

Appendix 5 HH7023 Teaching and Learning Strategies in Histories and Humanities

Module code	**HH7023**
Module name	**Teaching and Learning Strategies in Histories and Humanities**
Status	Elective
Credit weighting	5
Semester/term	Michaelmas Term: 9th & 10th September, 2:00-4:00 pm
Contact hours	4
Module staff	Coordinator: Director of Postgraduate Teaching and Learning; Module teachers:, Dr Timothy Stott, Dr Joseph Clarke
Registration	This module is compulsory for all those fulfilling the role of TA in the School of Histories and Humanities for the first time in 2025/26.
Learning outcomes	On successful completion of this module students should be able to: • Discuss key approaches to the delivery of seminars and tutorials • Structure a plan for the teaching of a tutorial • Assess student work • Consider appropriate strategies for teaching using online platforms • Evaluate and reflect upon student feedback
Learning Aims	The aim of this module is to introduce and discuss best practice for different aspects of third level teaching and to support teaching assistants in the School of Histories and Humanities in their 2025/26 teaching activities and professional development.
Module content	The contact hours of this module are offered in the form of two 2 hour workshops which will include the following content: **Session 1: Tuesday 9th September 2-4pm, B6.002 (Department of Classics Seminar Room and Zoom)** **Conducting tutorials, supporting students, and offering feedback, oral and written** (Dr Tim Stott and Prof Rachel Moss) Join Zoom Meeting https://tcd-ie.zoom.us/j/94735802682?pwd=OIauQPpaGqSAUtBQNMoAIFnLaJoCha.1 Meeting ID: 947 3580 2682 Passcode: 087412 In this seminar we will consider curriculum design and the conduct of small group teaching. How much preparation should a teacher undertake for seminar style classes – and what sort of preparation should be undertaken? How can teachers ensure students are and continue to be engaged? How should teachers plan seminars and structure discussions? How best might teachers integrate student presentations into

classes online and in-person? How should teachers cater for absent students? We will also consider how student work should be marked, and discuss the extent of feedback, the nature of appropriate comment and how to establish what mark the work should be given. Issues relating to plagiarism and AI will also be discussed.

Session 2: Wednesday 10th September, 2-4 pm, B6.002 (Department of Classics Seminar Room and Zoom)

Professionalism, the teaching and learning contract, and student welfare

(Dr Joseph Clarke and Prof Rachel Moss)

Join Zoom Meeting
Rachel Moss is inviting you to a scheduled Zoom meeting.

https://tcd-ie.zoom.us/j/96925882528?pwd=Y6O77bzhqIR3XLL4bthBNEeu4ztjXr.1

Meeting ID: 969 2588 2528
Passcode: 593601

This session invites participants to consider the teaching and learning contract between student and lecturer implicit in the teaching environment. Issues include: What are appropriate and inappropriate dynamics of small group teaching in person and online? What ground rules should you lay down as a teacher? How should teachers assess and respond to student problems? What problems are likely to be encountered by tutors? At what stage, if any, should you inform someone else of a student's academic or personal problems? Whose advice should you seek and whom should you inform? How 'involved' should you become?

Pre-requisite / Target audience	Teaching Assistants registered for teaching for the first time in the current academic year
Bibliography	*In at the Deep End: Teaching in Higher Education*, available in pdf at https://www.tcd.ie/CAPSL/resources/teaching-learning/
Assessment details	Submission of a portfolio of work, to include (a) a teaching philosophy statement and (b) a tutorial lesson plan on maximum 2 sides of A4 (c) proposal for the use of Blackboard Ultra tools in a seminar you either have taught or will be teaching (please email work to pghishum@tcd.ie). **Deadline for these items: Monday 19th January 2026.**

Appendix 6 Postgraduate Workshops

Postgraduate workshops and other events are provided by Student Learning Development (SLD) and the Careers Advisory Service (CAS). The School of Histories and Humanities also organises workshops on a variety of topics during the year, as well as a Postgraduate Forum once a term.

CAS and SLD offer a 5 ECTs module: Planning and Managing your Research and your Career - Generic Skills Module for Ph.D. students. For details, see: https://student-learning.tcd.ie/postgraduate/phdmodule/

Other SLD workshops are held throughout the year: see https://student-learning.tcd.ie/ , https://student-learning.tcd.ie/workshops/postgraduate/ and https://student-learning.tcd.ie/workshops/descriptors.php

SLD Workshop topics include:

➢ Planning and Managing your PhD
➢ Careers
➢ Effective teamwork
➢ Presentation skills for research
➢ Approaches to writing a Literature review
➢ Developing Critical writing skills
➢ Thesis writing process
➢ Viva and Oral Defence preparation
➢ Stress management
➢ Developing arguments in your writing

SLD also organises a PG Summer School with a series of workshops held over two days covering the development of academic and transferrable graduate skills as well as practical aspects of managing PG studies, such as: managing the student-supervisor relationship, literature review, thesis writing strategies, time management, viva and oral defence preparation, presentation skills, using Endnote, producing a thesis in Microsoft Word, funding your studies, getting published and maximising the impact of research projects. See https://student-learning.tcd.ie/postgraduate/pgsummerschool/

SLD will email all PGs at the start of term with the full brochure of workshops and then every week with the upcoming workshop for that week so they will get notification of every workshop in advance.

Other Workshops:

➢ IT Training Courses (e.g. Planning Thesis Production) - please see www.tcd.ie/itservices/staff/getting-started/it-training/ for details, dates and to sign-up.
➢ Library Workshops (e.g. EndNote) – please see https://www.tcd.ie/library/support/skills-training.php
➢ Careers service www.tcd.ie/careers

Appendix 7 Key dates 2025-26

8-12 September 2025	Postgraduate Orientation www.tcd.ie/orientation
11 Sept 2025	School Orientation meeting for new postgraduates 3 pm Arts, B6.002 (Classics)
9 Sept -10 Sept 2025	HH7023 Teaching & Learning Strategies in Histories and Humanities
15 Sept 2024	Michaelmas Teaching Term (Semester 1) begins
15 Sept – 19 Sept 2025	Freshers' Week / General Orientation
17 Oct 2025	Year 1 Research and Professional Development Plan due (September entry)
27 Oct – 31 Oct 2025	Reading Week
10 Nov 2025	Deadline for submission of materials for Winter Progress Reviews
5 Dec 2025	Michaelmas Teaching Term (Semester 1) ends
1 Dec – 5 Dec 2025*	Winter Progress Reviews (March Entrants all years)
19 Jan 2026	Hilary Teaching Term (Semester 2) begins
26 Jan 2026	Submission of materials for Confirmation on Ph.d. reviews
9 Feb – 13 Feb 2026*	Confirmation review meetings (Ph.D. Year 2 FT/Year 3 PT)
2 Mar – 6 Mar 2026	Reading Week
6 April 2026	Year 1 Research and Professional Development Plan due (March entrants)
6 April 2026	Deadline for submission of materials for Year 1 Progress Reviews
20 April 2026	Trinity Term begins
	Trinity Monday
20 April – 24 April 2026*	Year 1 Progress Reviews
17 April 2026	Deadline for submission of materials for Year 3 Progress Reviews
5 May – 8 May 2026*	Year 3 Progress Reviews
31 May 2026	End of Statutory Term
1 June– 22 August 2025	Summer Recess
21 August 2026	Deadline for submission of materials for Autumn Progress Reviews

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*= it may be necessary to hold reviews in the following week also.

Note that College is closed on the following dates 2025-26	
27 October 2025	Public Holiday
24 December 2025 – 1 January 2025 inclusive	Christmas Period
2 February 2026	Public Holiday
17 March 2026	Public Holiday
3 April 2026	Good Friday
6 April 2026	Easter Monday
5 May 2026	Public Holiday
1 June 2026	Public Holiday
1 August 2026	Public Holiday